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Editor/Rédactrice: Mona C. Ricks

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COVER: Visitors to Georgian Bay Islands National Park often liken this solitary white pine to the "Leaning Tower of Pisa". It can be found on the shoreline of Fairy Lake, Beausoleil Island. Blown by the winds through many years, it leans toward the lake surrounded by clumps of wild juniper. Photographers find it an interesting subject and have voted it the most photographed tree in the park.

Photograph: Dalton Muir, Interpretive Service

PAGE COUVERTURE: Les visiteurs qui se rendent au parc national des îles de la baie Georgienne, sont souvent frappés par la ressemblance entre ce pin blanc solitaire et la tour penchée de Pise. Placé en bordure du lac Fairy, dans l'île Beausoleil, cet arbre a ployé pendant plusieurs années sous la force des vents et maintenant, entouré de touffes de génévriers sauvages, il penche vers le lac. Il constitue un sujet intéressant pour les photographes, qui le considèrent comme l'arbre le plus photographié du parc.

Photographie: Dalton Muir, Service d'interprétation

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From the Deputy Minister

In the Spring 1968 issue of INTERCOM I gave you some of my thoughts on becoming Deputy Minister. This issue, which highlights the National and Historic Parks Branch, gives me opportunity to reiterate some of those thoughts. They have not changed during the year.

You have read in your newspapers of our Minister's efforts to instil a sense of urgency to acquire land for new national parks. As I said last year, it is an enormous and costly task, involving at least provincial and federal governments, and one that must be tackled with the utmost vigour.

I am particularly glad to learn of the success of the Windsor schools in making use of Point Pelee. Interpretation is the soul of the National Parks, it spotlights their meaning and the vital reasons for keeping them. I hope all of you will have an opportunity to see for yourselves and to tell your friends how much a visit to an interpretation centre will add to a park visit.

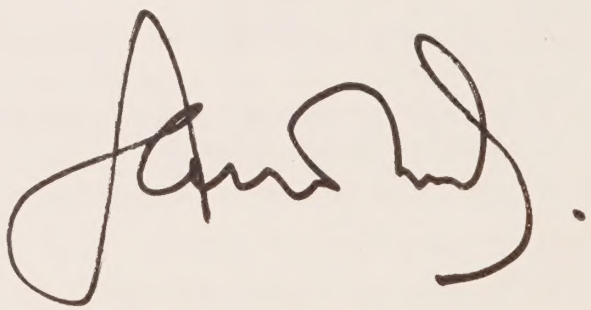
Deputy Minister of Indian Affairs and Northern Development

De la part du sous-ministre

Dans le numéro du printemps 1968 d'INTERCOM, je vous ai fait part des impressions que m'ont laissées mes nouvelles fonctions de sous-ministre. Le présent numéro, consacré aux réalisations de la Direction des parcs nationaux et des lieux historiques, me donne l'occasion de rappeler certaines idées formulées à ce moment-là. Ma pensée n'a pas changé au cours de l'année écoulée.

Votre journal vous a renseignés sur les efforts tentés par notre Ministre pour sensibiliser le public à la necessité de songer immédiatement à l'acquisition de nouveaux terrains en vue d'établir des parcs nationaux. Comme je le disais l'an dernier, c'est une tâche aussi colossale que dispendieuse, qui demande la collaboration des gouvernements provinciaux et fédéral. C'est pourquoi il faut s'y attaquer avec la plus grande vigueur.

Il me plaît particulièrement de souligner le bon usage que les écoles de Windsor fond du parc de Pointe-Pelée. Le centre d'interprétation constitue le cœur des parcs nationaux, car il illustre leur raison d'être, ainsi que les motifs que nous avons de les conserver. Je vous exhorte à vous en rendre compte vous-mêmes sur place, afin de pouvoir dire à vos amis à quel point une visite au centre d'interprétation d'un parc peut être profitable.



Le sous-ministre des Affaires indiennes et du Nord canadien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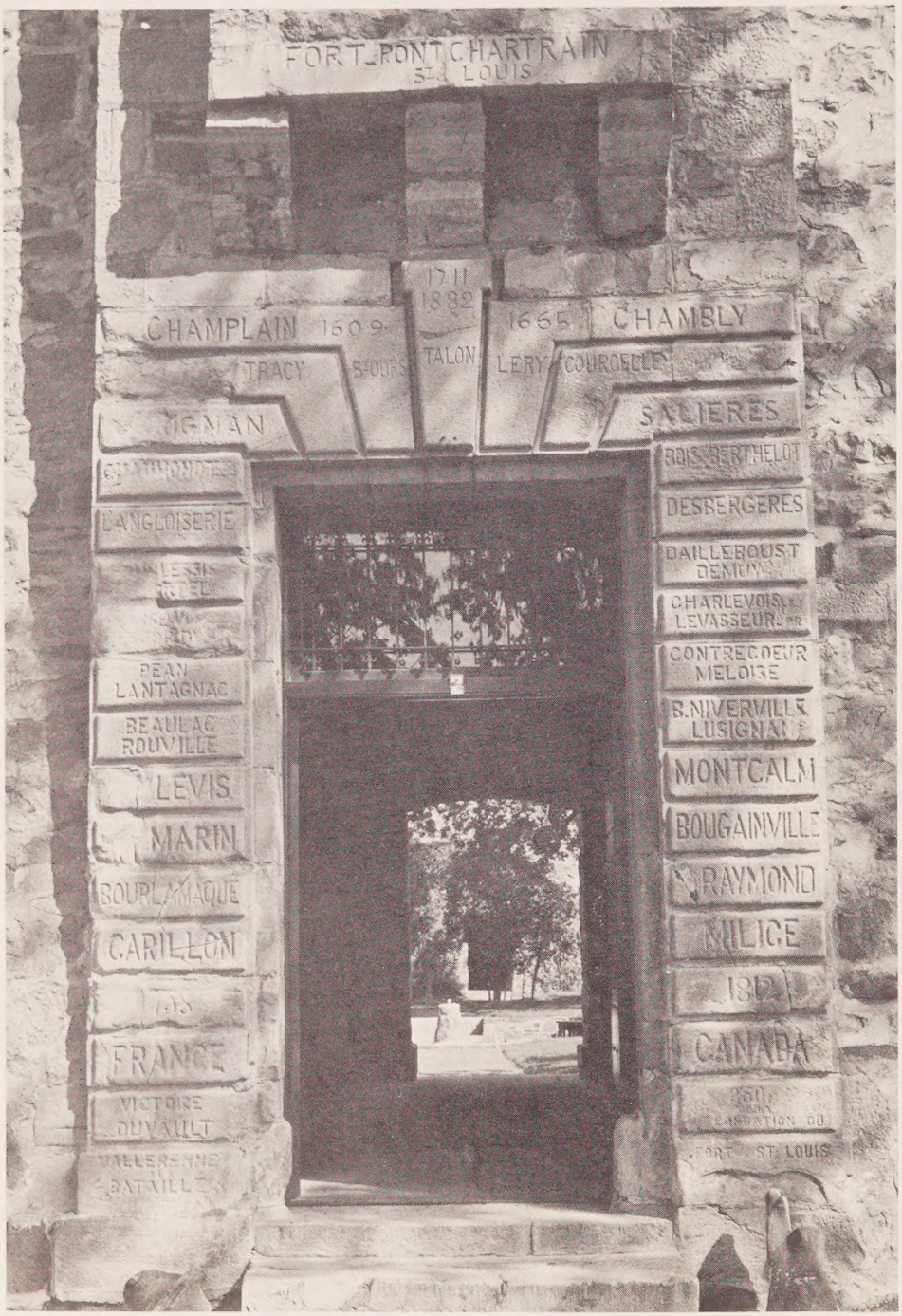
National and Historic Parks Branch History and Organization



Dates and famous names enshrined around this door invite visitors to pass through the main entrance to Fort Chambly, Quebec.

La porte principale du fort Chambly (Québec) est ornée de noms célèbres gravés dans la pierre et accompagnés de dates mémorables.

The preservation of national parks and historic sites, as part of a common heritage for all Canadians to enjoy, is a continuous concern of the federal government. As caretaker of this responsibility, the Department of Indian Affairs and Northern Development maintains and develops wide areas of park lands and many historic sites. The result – a parks system noted for its preservation of natural and history-filled features, and historic sites which reflect the life struggle of early Canada. Both the parks and historic sites contribute to the education and enjoyment of present and future Canadian citizens.

Within the Department is the National and Historic Parks Branch, which administers two main operations, the National Parks Service and the National Historic Sites Service; both services ensure the care and management of the parks and sites. Each division is directed by an Assistant Director: National Parks Service, Mr. A. J. Reeve, and Historic Sites Service, Mr. P. H. Bennett, both are responsible to the Branch Director, Mr. J. I. Nicol. Historically, the two services trace their origins back to the Department of the Interior.

Canada's first prototype national park was created at Banff Station, Alberta, in 1885, thirteen years after the United States originated its national parks system at Yellowstone National Park. Two years later, the 10 square miles hot mineral springs area was extended to some 200 square miles and named the Rocky Mountain Park – the first federal national park in Canada.

By 1930, Canada's national parks system had named fourteen parks, formed from reserves and other tracts administered by the federal government in western Canada, and from areas located in eastern provinces, purchased or transferred from other federal departments. Also in 1930, the National Parks Act was passed. The parks are administered under the Act today.

Historique et organisation de la Direction des parcs nationaux et des lieux historiques

After 1930, the development of Canada's parks continued slowly. Two new parks (Cape Breton and Prince Edward Island) were established in 1936 and 1937, but eleven years elapsed before Fundy National Park was created in New Brunswick.

Terra Nova in Newfoundland came next (1957), and in 1965 the Nova Scotia provincial government gave the federal government land for Kejimkujik National Park. Development of this park is still in progress, although the area has not been formally established by Parliament. Today, the national parks total nineteen.

The National Parks Act provided also for National Historic Parks. These number nineteen (three are not formally established). Historic parks are areas important in the history of Canada and are identified and preserved for posterity. They are mostly fur-trading and military forts; many have associated museums.

The establishment of Fort Anne Historic Park in 1917 focused public attention on Canada's historic places, and led to the formation of an Advisory Board. The Historic Sites and Monuments Board of Canada was set up to identify historic sites which were "nationally important and should be preserved by the federal government." The Board, recognized authorities on Canadian history, convened its first meeting in October 1919.

In the first year, the Board examined 547 sites, 46 were selected for commemoration. Today, there are some 600 sites. By 1932, the work of the Historic Sites had increased and the staff numbered four. Now there are 240.

Historic Sites gained greater recognition in 1950, when reorganization of the Department changed the National Parks to the National Parks and Historic Sites Division. Finally, a separate National Historic Sites Division was created in 1955. Five years later, the Historical Research Section was added, and in 1961, the Archaeological Research Section was developed. Since then, the National Historic Sites Division has expanded, changed its name to the National Historic Sites Service, and become a sophisticated organization, working to preserve a part of Canada's history.

Interpretation is also part of the National Historic Sites Service. The responsibility of this section is to plan and direct the translation of historical research material and archaeological findings into exhibits and displays. In the design and display section, a complete design service is produced. All furnishings, both civilian and military, are the responsibility of the curatorial and conservation section.

In the field, each park or major site is managed by a superintendent and each region has a supervisor who acts as an advisor to the regional director, who reports to the Branch Director in Ottawa. ⊕

Editor's Note: *Stories on the work of the National and Historic Parks Branch are included throughout this issue.*

Fort Wellington, Prescott, Ontario, served as the main base for the defence of communications between Montreal and Kingston during the 1812 war with the United States. The fort was placed under the care of the National Parks Branch in 1923.

A Prescott (Ontario), le fort Wellington servait de quartier général pour la protection des moyens de communications entre Montréal et Kingston, pendant la guerre de 1812 avec les États-Unis. L'administration du fort a été confiée, en 1923, à la Direction des parcs nationaux.

Les parcs nationaux et les lieux historiques, partie d'un patrimoine commun réservé à l'agrément de tous les Canadiens, font continuellement l'objet de mesures de conservation de la part du gouvernement fédéral. Ayant reçu cette responsabilité, le ministère des Affaires indiennes et du Nord canadien veille à l'aménagement et au maintien de vastes parcs et de nombreux lieux historiques. C'est ainsi qu'on a constitué un réseau de parcs assurant la préservation d'étendues naturelles d'une beauté exceptionnelle et remplies d'intérêt historique, ainsi qu'un ensemble de lieux historiques qui reflètent les luttes courageuses de nos pionniers. Ces parcs comme ces lieux historiques contribuent à l'instruction et à l'agrément des Canadiens de notre époque, comme ils continueront de le faire à l'avenir.

Au sein du Ministère, il existe un organisme appelé la Direction des parcs nationaux et des lieux historiques, qui s'occupe de l'administration de deux divisions en particulier, soit le Service des parcs nationaux et le Service des lieux historiques nationaux, qui s'occupent du maintien et de la conservation des parcs et des lieux en question. Chacun de ces Services est dirigé par un directeur adjoint: M. A. J. Reeve, pour le Service des parcs nationaux, et M. P. H. Bennett, pour le Service des lieux historiques. Ces deux fonctionnaires sont responsables envers le chef de la Direction, M. J. I. Nicol. Historiquement parlant, les deux Services ont été établis au temps du ministère de l'Intérieur.

Le premier parc national du Canada a été établi à Banff Station (Alberta), en 1885, soit treize ans après que les États-Unis eurent entrepris, avec l'établissement du parc national de Yellowstone, la création de leur réseau de parcs nationaux. Deux ans plus tard, la superficie de cette région de sources thermales passait de 10 à quelque 200 milles carrés et prenait le le nom de parc des montagnes Rocheuses, devenant ainsi le premier parc national du Canada relevant du gouvernement fédéral.

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Vers 1930, le réseau de parcs nationaux du Canada se composait de quatorze parcs, formés à partir de réserves et d'autres étendues ou terres fédérales situées dans l'Ouest ou dans l'Est du Canada et achetées d'autres ministères fédéraux ou cédées par eux. La Loi sur les parcs nationaux, votée en 1930, reste toujours la législation qui régit les parcs nationaux.

Dans les années 1930, l'extension du réseau de parcs du Canada se fit au ralenti. Deux nouveaux parcs furent créés (celui du Cap-Breton et celui de l'Île du Prince-Édouard) en 1936 et 1937, mais ce n'est que onze ans plus tard que le suivant fut établi, soit celui de Fundy, au Nouveau-Brunswick.

Suivit alors l'établissement du parc de Terra-Nova, à Terre-Neuve, en 1957. En 1965, le gouvernement de la province de la Nouvelle-Écosse cédait au gouvernement fédéral le territoire nécessaire à la création du parc national de Kejimkujik. L'aménagement de ce parc se poursuit, quoique sa création n'ait pas été officiellement approuvée par le Parlement. A l'heure actuelle, il existe dix-neuf parcs nationaux au Canada.

La Loi sur les parcs nationaux prévoit aussi la création de parcs historiques nationaux. On en compte actuellement dix-neuf (trois n'ont pas encore été officiellement établis). Ces parcs historiques sont des lieux qui ont vu se dérouler l'histoire du Canada; ils ont été établis et conservés à l'intention des générations futures. Il s'agit surtout de postes de traite de fourrures et de forts dont plusieurs se complètent d'un musée.

L'établissement du parc historique de Fort Anne, en 1917, a attiré l'attention de la population du Canada sur ses lieux historiques et amené la création d'un conseil consultatif à ce sujet. En effet, la Commission des lieux et monuments historiques du Canada a été établie afin d'indiquer les lieux historiques «dont l'importance nationale justifie des initiatives de conservation de la part du gouvernement fédéral». Cette Commission, composée de spécialistes réputés de l'histoire du Canada, a tenu sa première réunion en octobre 1919.

Au cours de sa première année d'existence, la Commission a passé en revue 547 lieux et elle a recommandé la commémoration de 46 d'entre eux. Actuellement, on compte quelque 600 lieux historiques. En 1932, le Service des lieux historiques avait pris de l'ampleur et il comptait alors un personnel de quatre membres. Actuellement, ce Service emploie 240 personnes.

L'importance de la Division des lieux historiques était consacrée encore davantage en 1950, lorsque, dans le cadre de la réorganisation du Ministère, le Service des parcs nationaux fut intégré à la Division des parcs nationaux et des lieux historiques. Enfin, on créa, en 1955, un service distinct, soit la Division des lieux historiques nationaux. Cinq ans plus tard, on y ajoutait la Section des recherches historiques et, en 1961, on y ajoutait la Section des recherches archéologiques. Depuis, la Division des lieux historiques nationaux a pris de l'expansion; elle a pris un nouveau nom: celui de Service des lieux historiques nationaux, devenant ensuite un organisme hautement spécialisé, chargé de la conservation d'une partie du patrimoine historique du Canada.

Le Service des lieux historiques nationaux comporte aussi des services d'interprétation. La Section chargée de ce travail veille à la planification et à l'orientation du travail consistant à exposer, à l'aide de présentations et d'étalages, les résultats des recherches historiques et des découvertes archéologiques. La Section du dessin et des étalages, qui relève de cet organisme, assure un service complet d'illustration technique. En ce qui a trait aux meubles, qu'ils aient servi à des fins civiles ou militaires, ils constituent le domaine propre de la Section de la conservation.

Pour ce qui est de l'administration extérieure, tout parc ou lieu important est placé sous les ordres d'un surintendant et toute région compte un surveillant, qui fait office de conseiller auprès du directeur régional, lequel est responsable envers le chef de la Direction, posté à Ottawa. ⊕

Note de la rédaction: *Le présent numéro renferme des articles sur le travail de la Direction des parcs nationaux et des lieux historiques.*

Re-enacting a banquet of the Order of Good Cheer — the first social club established by Europeans in North America — part of the pageant commemorating the opening of a hydro generating station at Lequille, Nova Scotia, modelled on Poutrincourt's Mill, established there in 1607.

Simulant un banquet de l'Ordre de Bon Temps — le premier club social fondé par des Européens en Amérique du Nord — les figurants prennent part au déploiement historique rappelant la mise en service de l'usine hydro-électrique de Lequille (Nouvelle-Écosse), réplique du moulin construit en ce lieu par Poutrincourt en 1607. L'endroit a été désigné comme lieu historique.

Outdoor school at Point Pelee National Park

Charles Campbell

"It is impossible to bring much of the natural world inside a classroom. For this reason, we feel that establishing a science school in a natural setting would give students an opportunity to understand their world which otherwise would be impossible. ... The initial planning indicates a constant use of facilities from September to June with a minimum of 6,000 students taking part in the programme. ... We can provide raincoats and boots, and other equipment, such as lenses, aquaria, telescopes. ... Much careful thought has prompted us to initiate this brief to your Department, we think the project is both realistic and of great educational value."

These are excerpts from a letter to the Department of Indian Affairs and Northern Development (National and Historical Parks Branch) from the Windsor Board of Education, Ontario. Two years prior to the letter, the Windsor Board had established an ad hoc committee on out-of-doors education. The committee's primary purpose was to locate an area where field projects for students at the elementary and secondary level could be conducted. Point Pelee National Park, Leamington, Ontario, has beaches, sand-dunes, marshes, ponds, fields, woodland areas and a resource centre, and is less than one hour from Windsor. It was an easy choice.

Correspondence between the two authorities indicated a common purpose, and arrangements for Windsor students to use Point Pelee National Park facilities were

established. The so-called "arrangements" were surprisingly simple. The Department, through the Park Superintendent's office, made the interpretive facilities and program of the Park available to the Windsor Board of Education. The Board immediately appointed two full-time teachers (co-ordinator and consultant), to establish, with the Park Naturalist and Chief Warden, a study program using the Park facilities. The teachers were also responsible for the students during their stay in the park.

The program as it has since evolved is primarily for elementary students from Grades 4 and 6, and secondary students from Grades 10 and 13. The aims of the program are:

1. To create a learning situation for all ages in which actual experience leads to self inquiry and discovery.
2. Provide a real-life situation for problem solving, and developing skills necessary to adapt to changing life conditions.
3. Encourage the promotion of concepts leading to the wise use of natural resources.

Last September 7, a group of 27 elementary and secondary school teachers from Windsor Public Schools visited the park and were introduced to the program. They were greeted at the "teaching area" by Park Naturalist Bill Wyett and Chief Warden Ray Knight. Following a tour of the area where the students were to work, the teachers were taken through the interpretive centre and the laboratory by Mr. Wyett. Warden Knight and Naturalist Bill Wyett both offered their services to the teachers, and since the program started they have taken part in several student discussion groups.

The first group of 66 students visited the park on Monday, September 9, two days after the teacher visit. Since then some 2,300 elementary and 700 secondary school students from Windsor have participated in this project. It is anticipated that by the middle of June this year close to 6,000 students (from kindergarten to grade 13) will spend at least one day in one of Canada's finest National Parks.

To accomplish its aims, the program has been simply structured. Elementary school students are taken on a "conducted tour", as they work on group and self projects. The secondary school students work in groups of three to five without teacher supervision.

The bus trip takes almost an hour. Fortunately, the route from Windsor to Point Pelee goes through some of the most developed agricultural and industrial areas of Ontario. Students can see rural and urban development almost simultaneously. The time spent on the bus is used to study the geographical, historical, and economic features of the immediate locale. Jack Miner's Bird Sanctuary is visited enroute. Here the children can see the conservation of a natural resource.

The program at the park is the same for both elementary and secondary school students. During the ride from the main gate to the interpretive centre, points of interest seen from the bus (the dyke system, marsh area, and muskrat houses) are discussed and instruction on the care and use of the park is emphasized. Bill Wyett, Elmer Feltz, and other Park personnel usually greet the students at the park centre. All these people have been most helpful, making an excellent learning situation of the centre.

As a geography study the tip of the Point is ideal. After the stop at the centre, the students walk out to the Point, where they can observe actual erosion factors, wind, waves and currents, measures taken to stop erosion, migratory birds and insects, bird banding, and other ecological features of the Point. After lunch the group, if it is from an elementary school, is divided into two large subgroups; thirty students in each. Each subgroup has a teacher guide, and is further divided into five groups of five to six students each. These groups are taken on a series of study projects (woodland, field, lake, and marsh sites) throughout the park. The secondary school students do the same, except they move from site to site without a teacher. Instead, the student is shown how to use a compass and is given the bearings.

All the projects are "open ended", illustrating the inter-relationship of the project disciplines. When measuring the elevation from the water's edge back one hundred feet during a lakesite project, the student is asked to note the composition of the beach soil, discover fossils, observe evidence of erosion, look for flotsam along the beach, and find something which

(Top) *It's "all aboard" and a day in the park. Windsor school children carry their lunch on the way to a study day in Point Pelee National Park, Ontario.* (Centre right) *Off into the woods to enjoy exactly what the park sign declares – the pleasures of Canada's National Parks.* (Bottom right) *Learning about the migratory habits of Canadian birds at an on-site display.* (Left) *A discussion on winter twigs of the willow.*


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introduces succession process. Each student is given a kit with 100 feet of string, three hand lens, several vials for water samples, a thermometer, and a yardstick. Briefly the projects are:

1. Measure the height and diameter of several trees.
2. Count the number of "strange" plants in a measured area.
3. Calculate the number of pine seedlings in a reforested area.
4. Capture, study, and release an animal found at the pond, marsh, field or lake site.
5. Take the temperature of water at varying depths in a pond (winter ice depth, temperature).
6. Collect and study fossils.
7. Study leaf, seed, and tree characteristics.

The projects are usually completed in the two hours allocated. By this time the students have used most of their energy and are ready for the trip home. A different route is taken back to school. Again, local features are discussed.

An abandoned one room school-house, 1½ miles from the park entrance, has been leased by the Windsor School Board and serves as a storage area for raincoats, boots, surveying equipment, microscopes, and other equipment. The school-house is also used during bad weather. Fortunately, this only happened three times during the 1968 fall term.

As a learning device, the day in the field is invaluable to the follow-up program. What the classroom teacher can and is doing with the "observations" the students take back to the classroom is most encouraging.

The co-operation given by the IAND park personnel at Point Pelee, and the harmonious relationship that has developed between park and board authorities, has been most gratifying. Hopefully, more and more "working agreements" can be established between park and educational authorities, so that the true value of a park area as a teaching aid is realized and used.

The immediate value of any educational program is not easily assessed. When the teachers and students leave Point Pelee, one can conclude that some of the interesting and enjoyable aspects of life have been discovered – and really, isn't that what it's all about? ⊕

About the author: *Charles Campbell is the full-time co-ordinator of the science school held in Point Pelee National Park. Prior to his appointment last year, he was a science teacher at Vincent Massey High School, Windsor, Ontario. Mr. Campbell generously wrote the story of his work with the Windsor students specially for INTERCOM. Point Pelee National Park is the first park to be used as a science school.*

(Top) *Looking at rock formation may not seem the most exciting pastime on a chilly winter day.* (Above) *Silhouettes on the beach. Are the children looking for clams, shells, or wondering about the mass of birds settled at the water's edge?*

Awareness of facts

Mary Dwyer
Interpretive Planner
National Parks Service

Scattered across Canada are 19 national parks, dedicated to the people of Canada for "their benefit, education, and enjoyment." The National Parks Act of 1930 requires that these areas "should be made use of so as to leave them unimpaired for the enjoyment of future generations."

Initially, this seemed a simple requirement. But, as the park areas became widely known, more and more visitors enjoyed their natural beauty and facilities. To the Department of Indian Affairs and Northern Development, under whose jurisdiction the parks are administered, it became evident that if the parks were allowed to be used without careful consideration of their natural environment, irrevocable damage could be done. Conservation of the parks became a pressing problem.

In quest of a solution, the Department was frequently asked two questions – What are National Parks for? What recreational pursuits should be accepted as legitimate activities within park boundaries?

Later, another question was added – How can a park visitor become aware of the value of the park to himself, to Canada, and to the world? The first two questions are still being answered, the third was answered by the creation of an Interpretive Service in 1959 – a vital division of the National Park Service.

In the Service are park naturalists, interpretive researchers and planners, and exhibit designers. Their program is planned to encourage an "awareness and appreciation of Canada's natural park environment, interpreting this to the benefit of the park visitor."

What does "park interpretation" mean? Simply – awareness. Awareness of the value of Canada's natural heritage, revealed in the beauty of each national park.

And how is this awareness kindled? What does the Department do to encourage an awareness?

In the interpretive group, the resident park naturalist is directly involved in the interpretation program. It is he who answers visitor questions, and kindles and encourages an awareness of the park.

Naturalists are university trained, and have specialized in one of the life sciences. Yet their knowledge is sufficiently broad to take in the total park environment and relay this to the public.

Various means are used to demonstrate the use of the park, its facilities, and natural resources. Walks, hikes, trail rides, tours, and watercraft trips are always popular, and are backed by on-site exhibits and interpretation centres. As an informative reminder of these, park publications provide interesting information, and are a memento of Canada's national parks.

When a visitor takes a park conducted tour, he "sees" each feature of the park under discussion. The naturalist describes the subject, and its significance in park conservation.

Campers in Cape Breton Highlands National Park, are encouraged to visit Ingonish Beach, where a tour, "Variety in Nature", is conducted each Monday at 10 a.m. The naturalist leads the group south from the parking area, along the beach where beach development is discussed. Half-a-mile along the route, is the Barrachois, a storm-thrown gravel barrier between the Atlantic ocean and Freshwater Lake. From the north end of the lichen, moss-covered barrier, the walkers turn southwest, along the shoreline of Freshwater Lake. Evidence of beaver activity can be seen on the woodland shore. The south end of the trail runs along an arm of Freshwater Lake which connects the lake to a large marsh. Here can be seen numerous waterfowl species, muskrat houses, and beaver lodges. From the marsh, the group walks upslope and back to the parking area. The walk is 1½ miles and takes 1½ hours.

Individuals or groups may take interpretive trails at their own leisure. On these routes short texts, located along the pathways, describe the surroundings. Many visitors to Banff National Park stop at Peyto Lake (close to the Banff-Jasper

A guided nature hike for adults through Fundy National Park. The naturalist explains some interesting shrubs. Photograph: A.F. Helmsley

Highway), approximately 25 miles north of Lake Louise. The Peyto Lake self-guided walk starts at the *Viewpoint,* a short distance from the parking area, and meanders through alpine tundra.

When visitors attend interpretive talks they are able to gain an appreciation of the park through visual aids – slides, diagrams, maps or other illustrative material. The programs usually commence early evening, in campgrounds, and outdoor amphitheatres. For example, campers at Crandell Mountain campground in Waterton Lakes National Park, are invited to attend evening slide-programs from the first week in July until Labour Day weekend in September.

Particular areas and special features of the parks can be better appreciated if the visitor stops at the on-site exhibit or passes through the interpretive centre. At the Fundy National Park, the tides of the Bay of Fundy is the theme at the on-site exhibit overlooking the Bay. At the interpretive centre in Point Pelee National Park, visitors "discover" many interesting aspects of the Park, and the life in sand dune, marsh, and woodland communities.

The work of the Interpretive Service is planned to encourage the visitor to go beyond seeing only the obvious in a park. He is guided into an awareness of the part Canada's natural environment plays in his own life – whether in an urban or rural area. This awareness leads to an appreciation of the total environment which is Canada. ⊕

Park Wardens:

Gordon S. Black
Information Services

Demands made by new career concepts and technological advances, are gradually changing the role of the park warden – from a man with many odd jobs, to a scientifically trained resource manager. The result is a new warden image.

The National Parks warden service has a proud history stretching back some 60 years. Howard E. Sibbald was the first fire and game warden. He was appointed to Rocky Mountain (now Banff) National Park, Canada's first national park. Sibbald did not wear a uniform, and neither did his assistants – a group of hardy outdoorsmen with little training in park management, but filled with a tremendous loyalty to the parks.

Howard Sibbald's main duties were to spot and put out fires, and to control the wildlife which thrived in natural surroundings. Frequently he had to assist park visitors when they were in difficulty, such as rescuing an injured climber in the mountain regions or a hurt child.

yesterday and tomorrow

Sometimes he took on the duties of a law enforcement officer or a construction hand, always he had many odd jobs – and was poorly paid.

The old-style warden was a rugged type, who worked through any climatic condition, and protected the parks in his own way. The warden of tomorrow will be a skilled resource manager, demanded by the growing importance of Canada's national parks as a source of education and enjoyment.

Each park contains some of the country's finest unimpaired natural resources, preserved for the benefit of present and future generations. Maintaining the naturalness of the parks, in spite of growing visitor use, is a complex task, and offsetting the impact of man and his works on the natural park scene is also a major responsibility. The warden has to see that the wildlife population is in balance with available food, restock lakes with fish, and control forest fires.

Many of the old-style wardens performed these tasks, but without the use of planned programs – as the need arose, so the job was done.

The warden of tomorrow will have technical training, which will enable him to carry out planned management programs. Among other duties, he will protect resources from misuse and conduct scientific field studies, be responsible for safety and rescue work and public relations. When entering the parks service, the new recruit will take parks orientation and management training courses. After these he will become a probationary park trainee, and finally a warden on full duty in a park. Throughout the training period, mobility between the parks will be emphasized.

Recruitment and training of the new-type warden will take some time; final resource management plans for each park are being worked out in the Department. During the transition period, training of the present warden force in scientific park management is underway.

Under the new scheme, wardens are greater prepared for an emergency. They are trained to deal with many contingencies – in first aid, mountain rescue, and accident investigation, the use of a helicopter in rescue and investigation work, in water and boating safety, and the use of the radio. The emphasis on safety and rescue work is not surprising. Some 12 million people visit the national parks each year – the majority are city-dwellers ill prepared for outdoor risks. One precaution all visitors taking a wilderness or mountainous trip must take is registration at the warden's centre. Should the visitor become lost, rescue is made easier when the general location is known.

A group of Banff wardens spent last winter helping the Canadian Wildlife Service carry out a study on mountain sheep. Also in Banff, wardens manage four scientifically equipped snow measurement stations, and some wardens have attended special courses at the Ski and Avalanche School (Banff).

Despite technical advances, the park warden often shows his traditional link with the past. One of the lesser known warden duties is the annual restocking of rivers and lakes with hatchery reared fish. The fish are brought by truck to within a short distance of the river or lake, and then transferred to a pack horse. It is a strange sight to see a warden leading a pack horse with plastic bags ballooning out from both sides of the animal. The bags contain thousands of tightly packed brook, rainbow or cut-throat trout, varying from six to ten inches. Oxygen is pumped into the bag, and the fish can survive long enough to reach a remote stream or lake and recover without harm.

In addition to their numerous conservation jobs, the warden also deals with the public. The proposed new training program will include public relations, preparing the warden to deal with the countless questions asked by park visitors. ⊕

National Historic Sites Service Looking back on 1968

For the National Historic Sites Service, 1968 was an active one in the field. Commemoration ceremonies usually take place during five months of the year (June to October). Last year, nine important historical events in Canada were honored.

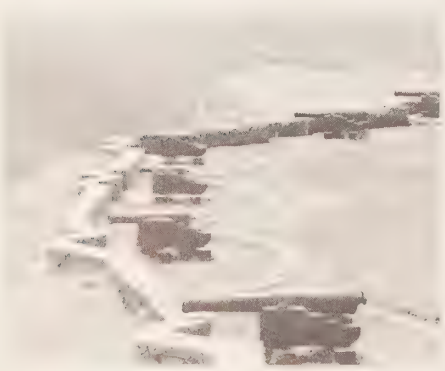
JUNE

The first was held June 5 at Steele Narrows, Loon Lake, Saskatchewan, when a plaque was unveiled to commemorate the scene of the last engagement of the Northwest Uprising in 1885. Located in the newly created Steel Narrows Provincial Historic Park, it describes the battle scene and the history which led to it.

On June 8 a plaque was unveiled at the Stephen Leacock Memorial Home, Old Brewery Bay, Orillia, Ontario, commemorating the life of Stephen Leacock. As a writer, Leacock won world-wide recognition for his humorous sketches which caricatured Canadian life. His work has been cited as important in Canada's literary history.

Two events occurred June 19. Castle Hill National Historic Park was founded at Placentia, Newfoundland, and although the park is in the first stage of development, an audio-visual trailer display, depicting the history of Castle Hill and the surrounding area, was established. Remains of the late 1600 Fort can be seen in the park where archaeological investigations have been going on.

At Signal Hill National Historic Park in St. John's, Newfoundland, an Interpretative and Visitor Reception Centre was opened. This exhibit is a permanent history of Signal Hill and of St. John's Harbour. The centre describes the early fishing operations off Newfoundland; Newfoundland's history; the establishment of the colonies at St. John's and Placentia; the battle for Signal Hill in 1762; and some of Marconi's transatlantic wireless messages.



JULY

On July 11, one of the oldest trading posts in the Canadian north changed hands. The Hudson's Bay Company presented York Factory to the National and Historic Parks Branch. The ceremony took place at another historic fort, Lower Fort Garry, north of Winnipeg. York Factory is located on Hudson Bay, southeast of Churchill, Manitoba.

AUGUST

At 108 Water Street, Guelph, Ontario, on August 26, Governor General Roland Michener officiated at the opening of the restored birthplace of Colonel John McCrae, soldier, surgeon, and author of the memorable poem, "In Flanders Fields". The house was restored in cooperation with the Colonel John McCrae Birthplace Society.

SEPTEMBER

In the spring of 1607, Poutrincourt and his French settlers invited Chief Membertou, of the Micmac Indians, to inspect a 100 h.p. flour mill, which he had built on the Lequille River, near Port Royal, Nova Scotia. This event was reenacted by costumed members of the Annapolis Royal Historical Society on September 25, when Poutrincourt Mill was established as a National Historic Site.

OCTOBER

The first oil well in Western Canada to yield crude oil in appreciable quantities was commemorated as a National Historic Site on October 10 at Oil City, Waterton Lakes National Park, Alberta. The site was declared "of national historic significance", because it was a stimulus to prospectors who continued the search for oil, eventually leading to the 1914 Turner Valley strike; opening up the oil and gas industry of Western Canada.

On October 14, in Sarnia, Ontario, a monument to Alexander Mackenzie, stonemason, reformer, and first Liberal Prime Minister of Canada was unveiled by the Honourable Arthur Laing, Minister of Public Works. ⊕

The blind "see" at Bellevue House

Reginald Dixon was the Superintendent at Bellevue House, Kingston, Ontario, when tours for the blind were first introduced. Mr. Dixon is now Co-ordinator of Motherwell Homestead National Historic Site, Abernathy, Saskatchewan, 60 miles north-east of Regina. It was Mr. Dixon's spontaneous reaction to the needs of a blind visitor to the House which started tours for the blind at national historic sites a year ago. The blind visitor was being escorted through the House by a friend, who was trying to describe the architecture and furnishings. Mr. Dixon saw that the blind visitor was only receiving an image of the House, he could not "see" it because he was not touching the objects. Superintendent Dixon suggested he might help. He clasped the blind visitor's right hand and placed it on one of the historical objects, and carefully watched for facial reactions. The change was instant – the blind person began to "see" the interior of the house, and so sensed the intangible atmosphere of Sir John A. Macdonald's old home. The following story gives a graphic outline of what occurred after Mr. Dixon's initial discovery.

M. Reginald Dixon remplissait les fonctions de surintendant de la villa Bellevue, à Kingston (Ontario), lorsque commencèrent les visites d'aveugles. A l'heure actuelle, M. Dixon est coordonnateur du lieu historique national Motherwell Homestead, à Abernathy (Saskatchewan), à 60 milles au nord-est de Regina. C'est la réaction spontanée de M. Dixon, aux besoins d'une personne aveugle visitant la villa, qui entraîna, il y a un an,, l'organisation de visites des lieux historiques nationaux à l'intention des aveugles. Cette personne aveugle était guidée dans la maison par un ami qui s'efforçait d'en décrire l'architecture et les meubles. M. Dixon estime que ce visiteur recevait une image de la maison mais ne la «voyait» pas, faute de pouvoir toucher aux objets. Le surintendant Dixon proposa donc tout bonnement ses services. Il prit la main droite du visiteur aveugle et la plaça sur un des objets historiques. Il surveillait attentivement l'expression sur la figure de l'aveugle. Il se produisit un changement immédiat – la personne aveugle commençait à «voir» l'intérieur de la villa et à s'éveiller au cachet intangible de l'ancienne demeure de sir John A. Macdonald. Le récit qui suit donne un exposé graphique de ce qui se produisit après cette première découverte de M. Dixon.

Bellevue House, a "picturesque Italian villa of Tuscan design" was built by an English merchant at Kingston, Ontario, in 1840. Eight years later the house was rented by John A. Macdonald (later to become Sir John, and Canada's first Prime Minister) as a home for his wife Isabella, and their infant son. Restored and furnished to its period by the National Historic Sites, the house was opened to the public almost two years ago.

Public reaction to restorations and displays of period furnishings by the Department is almost always based on the historic value of the site. A vital reason why the Department spends thousands of dollars each year restoring and refurbishing national monuments is overlooked; the educational value gained by schools and visitors is also important.

It was as an educational experiment that a blind person was taken on a tour of Bellevue House last spring; proving the value of education in the field, and adding another service to the Department.

Before the tour, a step by step plan to assist the blind visitor to "see" an historic site was arranged by the Department and aided by the Field Secretary of the Canadian National Institute for the Blind in Kingston. From this venture the do's and don'ts of tours for the blind at Bellevue House were worked out.

Generally, a guide should offer his own arm, rather than grasp the visitor's arm. To assist in anticipating strange steps and turns, the guide should slightly precede the visitor, making sure unfamiliar objects are not in the way.

During the tour, the guide's eyes are "lent" to the blind person, and relate what is seen to the mind of the visitor. In this role, the seeing guide must continually ask himself questions, such as – to "feel" something about the way of life in the home of Sir John A. Macdonald, what does the blind visitor need to know? He needs to have an impression of its structure and its furnishings, and those intangibles which give the house a sense of life. Fortunately, a blind person is helped by his sense of touch, which should be used fully during the tour.

Standing to the right of the visitor, the guide places his left hand over the visitor's "feeling" hand. In this way the hand is gently directed to and over the object described. The visitor can also use both hands to gain a better "grasp" of the object's form and texture. Sometimes the guide needs to hold or steady an object being "seen". While the blind person's hand is absorbing the object's form, the guide describes its colors and materials, and how it is used.

A blind visitor feels the braille floor plan of Bellevue House before touring the site. Her seeing guide is Reginald Dixon, then Superintendent of the House.

Une touriste aveugle lit en braille le plan des divisions de la villa Bellevue, avant d'en parcourir les pièces. M. Reginald Dixon, alors surintendant de la villa, lui sert de guide voyant.

It is impossible for the blind visitor to "see" every piece in the room. A selection should be made which conveys the period and character of the time, and suits the age and interests of the visitor.

A tour of Bellevue House takes two hours. Pausing halfway helps to reduce any tensions the visitor may have, especially after a cup of tea.

Since the initial tour a year ago. Bellevue House has set up a program which gives the blind visitor a comprehensive introduction to Sir John's home. Mostly the tours are arranged by the Canadian National Institute for the Blind, sut some appointments have been made privately. Usually they are conducted when Bellevue House is not crowded. Selected rooms are prepared before the visitors arrive so that the tour does not take too long and weary them. Barriers are made ready for easy removal and floor displays are carefully checked for accident possibilities. Items, such as footstools, are put aside, to be described without harm to the visitor.

When the blind visitor arrives, he is introduced to his guide. Any other staff member who is nearby is also introduced, to put the visitor at ease. He first "sees" Bellevue House when the guide leads him to a model of the house and grounds. He "sees" the model by feeling its outline – the shape of the house and the outbuildings. Features of the architecture are described and, to add a little homeliness to the tour, snippets of Sir John's recorded conversations on the house are often included. (Sir John called Bellevue House the "Teacaddy Castle", one of his favorite nicknames.)

Once the blind visitor is familiar with the outside of the house, charts of the internal layout are introduced. These are floor plans with walls of raised foam strips. (Weather-stripping is also used. It is self-adhesive and soft to the touch.) Used as on a braille board, the hand of the blind person is guided over each chart so that he can "see" the layout of the rooms before starting the tour. The charts relate to the model and both correctly identify the house.

Les aveugles «voient» la villa Bellevue

From the charts, the visitor can feel the shape and size of each room, the location of windows, doors, and fireplaces. Too much detail tends to confuse the visitor, and delays the tour.

As the guide moves from room to room, he describes the interior architecture, such as the mouldings, keyhole covers, thickness of walls, the huge locks and keys – all "seen" by the visitor as he touches the object described. (Objects which cannot be touched are described in more detail.) The guide also mentions something about the people who lived in the house, their dress and social customs and how these are reflected in the furnishings. The charts are referred to each time the party moves to another room.

The last room visited contains a bust of Sir John A. Macdonald. This, too, the visitor "sees" by touch, feeling the facial features and head.

After each tour, the guides relate their own experiences, and check for any changes in procedure. Always their reaction is the same – the exchange of personal perceptions adds human warmth to what might otherwise be, just another historical tour. ⊕

La pittoresque villa Bellevue, maison italienne de style toscan, fut construite en 1840, à Kingston (Ontario), par un marchand d'origine britannique. Huit ans plus tard, John A. Macdonald (qui allait devenir sir John et le premier des premiers ministres du Canada) loua la villa pour sa femme Isabella et leur fils. Le Service des lieux historiques nationaux a restauré la maison et l'a garnie de meubles d'époque. La maison est ouverte au public depuis près de deux ans.

La réaction du public aux restaurations et aux étalages d'époque réalisés par le Ministère se fonde presque toujours sur la valeur historique du lieu. L'on oublie une des raisons majeures qui poussent le Ministère à consacrer, chaque année, des milliers de dollars à la restauration et à la réfection des monuments nationaux, soit la valeur instructive dont profitent à la fois les étudiants et les visiteurs.

La personne aveugle qui a visité la villa Bellevue, le printemps dernier, a vécu une expérience instructive. La valeur de l'instruction sur place devient donc évidente et le Ministère a put ajouter un autre service à ceux qui existent déjà.

Avant l'inauguration des visites, le Ministère, assisté du secrétaire sur place de l'Institut national canadien pour les aveugles de Kingston, a réalisé un plan méthodique qui aide l'aveugle à «voir» le lieu historique. Il ne s'est agi ensuite que de mettre au point une façon de procéder lors des visites d'aveugles à la villa Bellevue.

Généralement, le guide devrait offrir son bras, au lieu de saisir celui du visiteur. Le guide doit précéder le visiteur d'un pas afin de lui faciliter les virages et les changements de niveau et de s'assurer qu'il n'y a pas d'obstacles.

Au cours d'une visite du genre, le guide «prête» ses yeux à l'aveugle et lui raconte ce qu'il voit. Le guide, qui jouit de l'usage de ses yeux, doit continuellement se poser des questions. Il doit se demander, par exemple, ce que le visiteur aveugle doit savoir afin de «sentir» la façon dont vivaient les habitants de la maison de sir John A. Macdonald. Il doit prendre connaissance de la structure de la villa et de ses meubles, ainsi que des éléments intangibles qui donnent à la maison une touche vivante. Comme le visiteur aveugle a le sens du toucher très développé, il devrait s'en servir le plus possible pendant la visite.

Le guide se tient à la droite du visiteur aveugle et pose sa main gauche sur la main dont le visiteur se sert pour toucher. De cette façon le guide peut lui diriger la main vers l'objet décrit. Au besoin, l'aveugle peut se servir de ses deux mains pour mieux «saisir» la forme et la texture de l'objet. Le guide devra parfois tenir ou stabiliser l'objet que «voit» l'aveugle. Pendant que ce dernier prend conscience de la forme de l'objet, le guide en décrit la couleur, la matière et le mode d'utilisation.

Il est naturellement impossible de «voir» tous les objets exposés dans une pièce. Il faut donc choisir ceux qui traduisent le plus exactement le style et l'atmosphère de l'époque; ces objets seront adaptés à l'âge et aux intérêts de l'aveugle.

La visite de la villa Bellevue dure environ deux heures, période entrecoupée d'une pause au bout d'une heure (le temps de prendre une tasse de thé). Ce moment de détente réduit la tension que l'aveugle peut ressentir.

Depuis l'inauguration des visites, il y a un an, le personnel de la villa Bellevue a élaboré un programme qui donne à l'aveugle une initiation complète à la demeure de sir John. La plupart des visites se font par l'entremise de l'Institut national canadien pour les aveugles, mais certains rendez-vous ont été pris par des particuliers. Les visites de la villa Bellevue ont ordinairement lieu lorsque la foule est moins dense. Les pièces choisies sont préparées avant l'arrivée des visiteurs afin que la visite ne soit ni trop longue ni trop fatigante. Les barrières sont disposées de façon à pouvoir s'enlever facilement. De plus, on vérifie soigneusement les étalages, afin d'éviter toute possibilité d'accident. On range de côté les pièces qui peuvent faire trébucher, notamment les tabourets, afin de pouvoir les décrire sans danger pour les visiteurs.

A son arrivée, le visiteur aveugle rencontre celui qui lui servira de guide. On lui présente aussi les autres membres du personnel qui pourraient être dans les environs, de manière qu'il se sente à l'aise. Il «voit» Bellevue pour la première fois lorsque le guide le conduit à la maquette de la maison et du terrain. Il «voit» la maquette en palpant le relief de la maison et des bâtiments extérieurs. Le guide décrit les caractéristiques de l'architecture et, afin de rendre l'exposé plus agréable, rapporte de courts extraits de conversations de sir John, sur la villa. *(Teacaddy Castle* était l'un des noms préférés que sir John donnait à la villa Bellevue.)

Dès que le visiteur aveugle connaît l'extérieur de la maison, on lui présente un tableau de l'intérieur. Il s'agit d'un plan

The sensitive hands of a blind person can "see" an object after feeling its outline.
Grâce à son acuité tactile, un aveugle "voit" un objet en suivant des doigts le contour.

des étages. Les murs sont représentés par des bandes soulevées de caoutchouc-mousse. (On se sert aussi de ruban de calfeutrage, car il est adhesif et doux au toucher.) On fait usage des tableaux comme d'une tablette de Braille. Le guide dirige la main de l'aveugle au-dessus de chacun des plans, afin qu'il puisse prendre connaissance de la disposition des pièces avant de commencer la visite. Les tableaux correspondent à la maquette et constituent une reproduction fidèle de la villa.

Grâce aux tableaux, le visiteur prend connaissance de la forme et de la grandeur de chaque pièce, ainsi que de l'emplacement des fenêtres, des portes et des cheminées. Un trop grand nombre de détails tendent à embrouiller le visiteur et à retarder la visite.

Au fur et à mesure que le guide passe d'une pièce à l'autre, il décrit l'architecture intérieure, comme les moulures, les écussons de serrures, l'épaisseur des murs, les cadenas et clés énormes –, et le reste. Le visiteur «voit» les objets en les touchant à mesure que le guide les décrit. Quant aux objets qui ne peuvent être touchés, ils sont décrits plus en détail. Le guide donne des précisions au sujet des habitants de la maison, de leur vêtements et de leur vie sociale. Il fait ressortir la façon dont les meubles reflètent l'esprit de l'époque. On se reporte aux plans chaque fois que l'on passe à un autre pièce.

La dernière pièce visitée contient un buste de sir John A. Macdonald, que le visiteur «voit» aussi en palpant les traits de la figure et la tête.

Après chacune des visites, les guides rapportent leur expérience et décident s'il y a lieu de modifier la façon de procéder. Leur réaction est toujours la même – l'échange de perceptions personnelles confère une chaleur humaine à ce qui ne constituerait autrement qu'une banale visite dans un lieu historique. ⊕

Work at an historic site is not dull . .

Betty Kehoe

I arrived at Bellevue House National Historic Site in Kingston, Ontario, on October 30, 1968. My assignment, Acting Superintendent of the site during November.

Often, this kind of appointment involves merely "babysitting" the site; that is, ensuring custody until the permanent officer arrives. However, I found my role at Bellevue House was to be a much more active one. Work at a site is not dull, as I soon learned. Within a few days I was involved in a number of activities new to me. Conducting tours, obtaining price estimates on maintenance work, drafting contracts, hiring and training new staff, making public relations visits, dealing with electricians, janitor firms, gardners, and newspaper editors. The most important responsibility was to the public. It was my duty to ensure that each visitor had a pleasant and educational tour of the house.

Even with additional staff, I found it necessary to spend a good deal of time with the visitors. This was most enlightening and enjoyable. They came from all over the world, many were regular visitors. To my amazement some of the "regulars" were teenage boys. They didn't appear to be the quiet, studious type, as one would expect, but were active, rambunctious youngsters. Even more surprising was their attitude toward Bellevue House. I asked them why they came to the House frequently. To them it was not a sombre, inanimate museum, nor was it a precise, technically correct restoration. Instead, they felt it was like visiting a real house, only 120 years ago. For them, history came to life at Bellevue House. Their enthusiasm bubbled after touching and smelling tallow candles, and knowing that many people drank tea from a saucer in Sir John A. Macdonald's day, instead of a cup. This is the kind of success I think all sites should strive toward; to fascinate visitors, to tell them a story, to spark their imagination, and to entertain them.

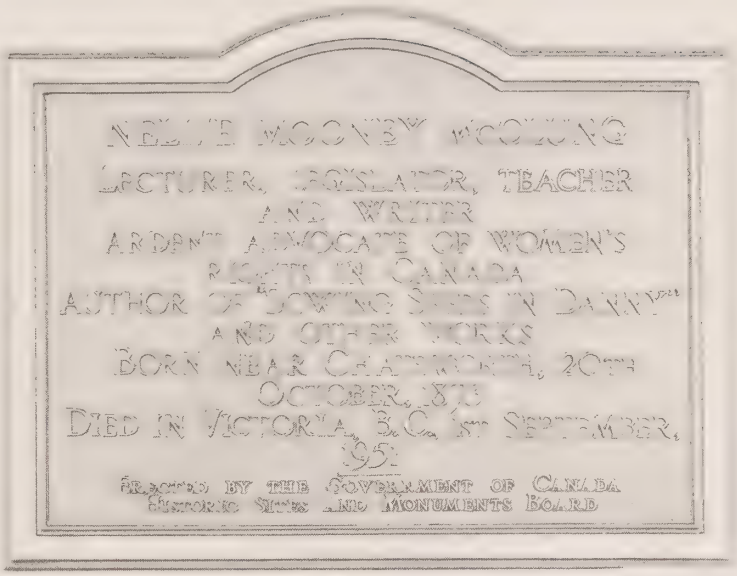
During November, visitor attendance drops severely. To encourage more visitors, I visited the local schools and spoke to principals and teachers, inviting them to bring their students to Bellevue House. The more schools I visited, the more I became convinced that it is necessary to plan farther ahead than one month when working in public relations. No longer did I try to find groups to visit the site, instead, I did a lot of the spadework to establish a good relationship with principals and teachers in the area, pointing out the educational value of the site. The teachers wanted to make use of what Bellevue House offers, but they needed to be shown how the site can play an educational role in the community. This was the first step in developing a direct relationship between Bellevue and the schools; encouraging more than a few hundred additional visitors to enjoy Bellevue House. (Superintendents across the country are being encouraged to undertake a similar program at their sites.)

Between public relations, supervising grounds maintenance, arranging for windows to be cleaned and storm windows to be put on, obtaining tenders, preparing financial reports, greeting visitors, studying the life of Sir John A. Macdonald and antique furniture, and taking care of the day-to-day administration of Bellevue House, I found that the work of a superintendent is far more demanding than many people realize, including myself before I became an Acting Superintendent. ⊕

Betty Kehoe is a staff officer in the program co-ordination section of the Operations Division, National Historic Sites Service, Ottawa.

A champion of women

Jane Pequegnat
Information Services



If you are one of those women discussing your status in 1969, you should take a look into the past before starting a suffragette movement or crying "fair deal".

Forty years ago Nellie Mooney McClung assured the right of women to qualify as "persons" under the British North American Act. Throughout her life she championed the rights of women, and established many precedents as she fought.

In 1954, Mrs. McClung was named an eminent Canadian by the Historic Sites and Monuments Board of Canada, and a commemorative plaque was inscribed to her glory. It read, "... lecturer, legislator, teacher, and writer. An ardent advocate of women's rights in Canada."

Born in 1873, near Chatsworth, Ontario, Nellie Mooney moved with her family to a farm near Brandon, Manitoba, when she was seven. Her life there is charmingly documented in the first volume of her autobiography, *The Stream Runs Fast,* and in several novels.

Nellie inherited a puritanical streak from her Scottish mother and became an early believer in the evils of liquor. Horses shivering in the cold while their owners were in a tavern left a deep impression on her, and so did men in the Brandon jails who had murdered their wives while drunk. She concluded that the women and children suffered the real effects of liquor. This caused her to tie temperance in with her fight for women's rights.

Like her Irish father, Nellie was a cheerful extrovert, and developed a keen dramatic sense, which often salvaged many difficult moments.

After receiving a teaching certificate in Winnipeg, Nellie went to Manitou, Manitoba, where she joined the Womens' Christian Temperance Union. Here she met Wes McClung, and married him in 1896. In Manitou, Mrs. McClung decided women were not enjoying their full rights. She signed a petition instigated by her mother-in-law, demanding the vote for women. This was Nellie's first step toward becoming "an eminent Canadian".

In Manitou, she took an active part in the community, writing articles on the role of women. "Women had endured too much and said nothing. I certainly was not going to be meek, mild, and resigned", she wrote.

When the McClungs moved to Winnipeg in 1911, Nellie joined the Canadian Womens' Press Club, which was pressing for reform of women's working conditions in the factories. To get support, the press club took the Provincial Premier, Rodmond Roblin, on a tour of the factories, hoping to shock him into action. Later, she helped establish the Political Equality League which fought to enfranchise women.

League members approached Roblin on the "vote for women fight", and were rebuffed. To publicize their cause, they staged a mock parliament. Mrs. McClung played the role of Premier Roblin. Packed houses in Winnipeg and Brandon applauded their efforts, and added needed finances to the League's coffers. Among the bills passed by the mock-parliament was one advocating, "that men wearing scarlet neckties, six-inch collars and squeaky shoes be not allowed to enter any public building whatsoever".

The League persuaded the Manitoba Liberals to incorporate the franchise for women in their platform. When the Liberals were elected in 1916, Manitoba women were the first in Canada to get the vote.

Elected as a member of the Legislative Assembly from an Edmonton constituency in 1921 (where she and her husband moved in 1914), Mrs. McClung championed many causes in the legislature; mothers allowances, public health nursing services, and property rights for women. In 1929, with four other women, she successfully assured women that they were qualified as "persons" under the British North America Act. As such, they were eligible for appointment to the Senate. A plaque commemorating this was mounted in the Senate in 1933.

Despite her detractors, "I have been accused, attacked, maligned. Once I was burned in effigy. ... I have been caricatured, usually as a mosquito or other disagreeable insect, under the caption of Calamity Nell. ..." Mrs. McClung continued her speaking tours across Canada, always advocating women's rights.

In 1936 she was appointed the first woman member of the Canadian Broadcasting Corporation board of directors, and a Canadian delegate to the League of Nations, Geneva, two years later.

Illness slowed her down in 1946, but Nellie McClung continued to write articles on her favorite subject until her death in September, 1951. ⊕

New science building at Edmonton

Dr. Lawrence C. Bliss

Northern plants and animals are to be studied at the University of Alberta, Edmonton, in a $20 million building under construction. The new building will house four biological science departments; botany, genetics, microbiology, and zoology, plus the department of psychology. Associated with this building will be research facilities to study under controlled conditions the growth, behavior, and hibernation of animals, and the growth and development of plants. Some of the research will be conducted in greenhouses on the roof of the building, and the remainder in a series of animal and plant growth chambers located inside the building.

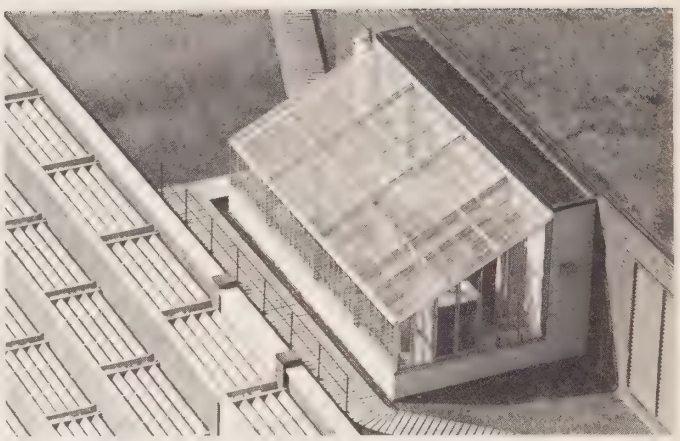
Six of the roof greenhouses are environment controlled. In one of these Arctic plants and small animals will be studied. The environment greenhouse is designed to provide temperatures below freezing, when outside summer temperatures are in the 70's and 80's. All the greenhouses will have double layers of glass with hot, dry air circulating between layers of glass in winter, and cool, dry air in summer. This permits the inside climate (whether Arctic climate in summer, a tropical desert or tropical wet forest climate in winter) to be isolated from the outside temperature. Most greenhouses are too hot in summer, and in winter the glass is often covered with condensation, ice, and snow, which reduces the light levels. The environment controlled greenhouse will eliminate this.

Plants from alpine and Arctic climates are expected to be grown in at least one of the special greenhouses. Live alpine plants were received from the Canadian Rockies, the north shore of Lake Superior, and several mountain ranges in the United States last fall. This summer, plants will arrive from the Canadian Arctic, Alaska, Greenland, and other areas. These will be placed in the new greenhouses as they are completed.

In addition to regulating air temperatures, future plans include solving the difficult problem of regulating soil temperature. Plant growth is often influenced by soil temperature. It is also hoped the feeding habits of insects on plants, pollination by insects, and various activities of soil organisms will be studied in the greenhouse.

When accurate measurements of plant growth, rates of photosynthesis, respiration, mineral and water uptake are required, detailed studies will be conducted in special cabinets called growth chambers. These units permit accurate light, temperature, and humidity control. The chambers will range from walk in units, where small trees can be grown, to units for small plant study. Some chambers will have very high light levels to simulate high mountain (alpine) conditions.

The Zoology Department will have numerous chambers for studying hibernation of small mammals. The researchers hope to simulate winter conditions, ice and snow, on the vegetation, and study the winter activity of small mammals which remain active for unpredicted periods of time. Although study data has been gathered in the North on these subjects, more detailed work will be possible in the growth chambers.



A prototype controlled environment greenhouse which will be erected on the roof of the new bio-sciences building at the University of Alberta, Edmonton.

Units will be available to study the cold hardiness in young trees. The same species, which in summer would be killed if the temperature dropped to freezing or below, can withstand temperatures of -40 to -60 in winter. The physiological changes that occur to permit the tree's adjustment are not well understood. The new equipment will enable this work to progress.

There are vast areas in the North with many different kinds of plants and animals. Some of these are well studied, many are not. With the proposed intensive research, a better understanding of how they adjust to the rigors of the North, how they can be used by man, how far man can modify the existing flora and fauna, and still keep them in a form that results in a favorable environment for man to live and work in, is a major project. ⊕

About the Author: *The botanical environmental facilities (greenhouses and plant growth chambers) are under the direction of Dr. Lawrence Bliss. Dr. Bliss joined the Botany Department of the University of Alberta last summer to direct ecological research in the North and high mountains. He has conducted research in northern Alaska, several mountain ranges in the United States and New Zealand during the past 15 years. Currently he is chairman of the Steering Committee to co-ordinate research in Arctic and Alpine tundras throughout the world. This research is part of a five year International Biological Program to study natural and man modified natural systems (ecosystems). Its goal is a better understanding of how the ecosystems function, and how they can be kept most productive for man. Dr. Bliss is also helping to organize a program which will enable Canada to initiate an ecosystem research in the Arctic within the next two years. The new facilities at Edmonton, believed to be the best in the world, will be a focal point for much of the expanded research in the Arctic.*

Eskimo sculpture

Purchased for Departmental Collection

Discovering a new artist and a new author, both Eskimo, were two major events in the Cultural Development, Social Affairs Branch, in 1968. Elsewhere in this issue is an extract from author John Ayaruaq's book, and here is the newest addition to the Departmental National Collection, purchased for $1,000.

Mitiarjuk Napaaluk, from Wakeham Bay, has carved an exciting composition of a family sewing a kayak, and an Eskimo clinging to an iceflow, as another solemnly works close by. Eskimo art usually depicts a single form, in this piece, the carver combines an everyday, peaceful Eskimo event with stark reality – the precarious existence an Eskimo faces when hunting. Mitiarjuk is not a prolific carver, she prefers to create original pieces about herself and her six children. This piece is 30 inches long, 14 inches across the centre, and raised to six inches where the family is sewing the kayak. Carved from dark grey soapstone, it is a poetic description of Eskimo life.

Mitiarjuk was born in 1931, and has lived most of her life in hunting camps along the Hudson Strait. Her husband, a hunter, also carves, and together they have produced several interesting pieces. Mitiarjuk carved this piece alone. How long she took cannot be determined – like other housewives she has a family to care for, and her carving is done during her free time.

As in the South, Eskimo children enjoy bedtime stories. Mitiarjuk tells her own stories which prompted her to write a book of Eskimo legends. It is possible she may add to the growing list of published Eskimo authors.

Last February, Mitiarjuk's carving was included in a special display of Eskimo art (ceramics, sculpture, and graphic prints) at the Shawinigan Cultural Centre, Shawinigan, Quebec. ⊕

Eskimo students, boarding in Ottawa, were among a large gathering at the National Library last January, honoring the publication of the first Eskimo book in syllabics. Published by the Department, John Ayaruaq's autobiography is the first in a series of Eskimo literature. Two copies were presented by the Minister to the National Librarian, Guy Sylvestre. (Top Centre) *The book's cover depicts a Keewatin scene, well-known to the people of the North. It was painted by Nauya from Rankin Inlet, a neighbor and artist friend of the author.* (Above) *Harriet Ruston, Community Affairs Branch, Social and Cultural Development, worked long hours typing the manuscript. Harriet is from Fort Chimo. She is seen explaining her work to Mr. Chrétien.*

Coffee time after the ceremony at the National Library, Ottawa. In the foreground Bud Orange, M.P., N.W.T., chats to an Eskimo student.

The author and the book: John Ayaruaq is an Eskimo story-teller who has broken with tradition – he has written his lifestory for posterity. Eskimo people are great story-tellers, entertaining each other with legendary stories throughout the long winter nights. Author John Ayaruaq tells of his life from the era of the skin kayak to the airplane. In the language of his people he tells of hardship and happiness, of paganism and Christianity. He also documents the life journey of many older Eskimo people into today's new (sometimes bewildering) life. John Ayaruaq was born about 1907, and is an esteemed citizen of Rankin Inlet, Northwest Territories.

The first Eskimo book

Extract from the first Chapter of John Ayaruaq's Autobiography

... Because there was no route to Qattitalik, we decided to return to Repulse Bay. We were in two boats going back, ours and Mirquirsinilik's, but Angutimmarik went another way to see if there was an alternative route to Quattitalik, and if there was no way, would return and follow us. This later saved our lives. While we were crossing Ukkusissalik, we found the route closed on account of the pack ice. We tried to reach the shore but were not able to get near the land because the ice was too thick to go through. Taquagaq went out over the ice to see if he could find open water. We were motionless and while we waited, the women went out by the side of the boat to relieve themselves. I remember that there were four of us in the boat and I was gazing at the rocks and the seaweeds moving in the current on the bottom of the sea. Suddenly the ice, caught by the currents, heaved up and fell on the boats, sinking them. We were in the water and on the breaking ice. All we could see was the sail pole and the stern of one of the boats. Soon even this slipped away. Ikkitinnuaq and Ingunaassiaq, father and son, were killed. We could also see Haakuluk holding on to her adopted child in the midst of the cracking ice. My father, Taqaugaq, Kanuq, and Sammurtuq tried to get hold of her but could not make it because of the swirling ice. Finally they got hold of Haakuluk. Suddenly I found myself right beside my small sister Tuurngaq. As I recognized her I turned around and noticed that I was standing on a piece of ice with only one foot. This I will never forget, even though I was only three years old when it happened. While I was floating on a piece of ice I could see people gathered around Haakuluk who was dying. They had also found her adopted child who was still alive but all torn and its bones broken. My mother was gone. Others told me that she had been safe but jumped back into the water when she couldn't find me. Her body was never seen again but her intestines floated past with the current. A voice could be heard but it was impossible to move the mounds of ice to search for the person. We lost all our belongings. In the distance we could see Angutimmarik coming. When they saw us they realized what had happened. They battled the ice and rowed as fast as they could. First they went past us, through the low loose ice and landed some passengers near the island before they came and got us. I don't remember being frightened when they reached us. We could still hear the voice calling for help from under the piled up ice. Our rescuers had an axe and they chopped at the breaking ice and there was Sissaaq. His hips were smashed and there were two others who were brought to the land, both dying. Because of their taboo, Haakiluk's body was left out on the ice. It was awful to see it lying there. In all, five people died and five were badly hurt – my father, Kanguq, Taqaugaq, Sammurtuq, and myself. My eyes were out of place and I was told, full of blood.

We stayed on the island until the five mourning days were ended. After the five days we continued our journey and those who were not badly hurt walked by the shore and the others were carried in our rescuer's boat. We met a group of people in Tajarnirq. They were strangers and I was frightened. My father began to suffer a reaction from shock while he was in the boat with the other injured people. Maybe it was from the grief of losing his two wives and also the pain of his broken leg. They were fighting him in the boat and trying to calm him down to prevent him from killing himself. That is one episode I will never forget. I have often talked about it but this is the first time I ever tried to write down the details. I think about the frightening times because I think my mind is still not broad enough to accept it. ... ⊕

The Minister personally presented a copy of the book to each Eskimo student.

(Right) *Mr. Chrétien officially recorded the publication when he handed two copies to Mr. Sylvestre, National Librarian, to be deposited in the Library.*

Old woman who became a wolf

I still would like to hear about a person who became a wolf. I heard about an old woman and I carved a stone of her, about the old story. It is not a long story, but I am going to tell you about it. I heard about it in Kuuggaaluk, but I haven't seen it myself, or I don't even know exactly how it was like.

They used to have fishing lake, very close to them in the old days. The old woman said that she was going to get her fishing hook, so she went alone very close to their place. She was away much longer than she was used to. So someone went to look for her because she said that she was just going to get her fishing stuff. The people thought that she was not going to get the thing that she said and get it back to her place, so it was not true what she said. And then someone went following, by her footprints, and her footprints were very clear to follow, because it was very clear day, and they can see her footprints very well.

She went to the fishing lake, but she didn't take any of her fishing stuff or a fish. She just kept on walking past the fishing lake, and so the other lady kept on track of her footprint. She was beginning to notice that the old lady's footprint were getting strange to her. Finally she found that the old lady's footprint was becoming more like a wolf. There was half of old lady's footprint and half of the wolf's. She went to the main land by herself. But the other lady went home to leave her alone, because she was getting afraid of her. That is what I heard of the story. ⊕

This story was found in a pile of old manuscripts belonging to a missionary returned from the North. Charlie, the author, is unknown. Editor, Jim McNeill, rescued Charlie's story and published it in the Summer-Fall, 1968 issue of INUTTITUUT, the Department's Eskimo magazine, published in syllabics.

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ᐊᓇᒃ ᐊᒪᕈᕈᒃᑐᒃ

ᑕᒪᓂ ᑯᒐᓗᒥ ᑐᓴᐅᒪᔭᕋ ᑯᒐᓗᒥᓯᑕ ᑐᓴᐅᒪᑐᐃᓇᑕᕋ ᖃᐅᔨᒪᒋᑐᒐᓗᓂᑦ ᖃᖓᐃᓕᒐᓂᒪᒐᓐ. ᐃᒪᒃ ᖃᓂᑐᒥ ᐃᖃᓗᔭᑎᐊᕕᖃᐸᑐᕕᓂᑦ ᐊᓂᕋᒋᑦ ᖃᓂᑐᐊᐱᐅᑎᓗᒋ. ᐱᓯᓯᔪᕕᓂᒃ ᐃᖃᓗᔭᐃᑐᓂᐊᓂᕋᓗᓂ ᐊᓯᐃᓕ ᐃᖃᓗᔭᐃᑐᕋᒥ ᖃᓂᑐᐊᐱᐅᑎᓗᒍ ᐊᑯᓂ ᓂᐸᒪᓕᒪ ᑭᓂᑎᐊᑕᐅᓯᓕᓂᑯᒃ ᐃᖃᓗᔭᐃᑐᓂᕋᑐᐃᓇᓕᐅᑲᒪᑦ. ᐊᓯᐃᓕᒃ ᐃᖃᓗᔭᐃᑐᑐᐃᓇᕈᖕᑐ ᐃᓯᒪᒋᔭᐅᓕᕋᒥ ᑭᓂᑎᐊᑕᐅᓯᓂᑯᒃ ᑐᔭᒃᓯᒍ ᑐᒥᒋᓐ ᑐᔭᒐᓴᐅᒪᑕ ᐱᒃᓯᔭᒋᒪᑦ ᐃᓕᑕᓇᓯᐊᒪᑕ ᑕᒪᑯᐊ ᑐᒥᒋᑦ. ᐃᑲᓗᔭᕕᒧᐊᑐᕕᓂᐅᒐᓗᐊᒃ ᐃᖃᓗᔭᒥᓂᒃ ᐃᑲᓗᔭᒥᓗᓂᑦ ᑎᒍᓯᓂᒋᓕᒃ. ᐅᒐᑕᓚᑦ ᑕᐸᐅᒐ ᐱᓯᓯᓗᓂ ᑐᔭᑕᐅᑐᐃᓇᓕᓂᑯᒃ ᐃᓚᒃ ᒧᑦ ᐊᒡ ᓇᐅᒥᔪᒧᑦ. ᑐᔭᑕᐅᓯᓂ ᑐᒥᒋᑦ ᑕᑯᓵᓂᒋᔭᐅᓕᓂᑯᑦ ᐊᔪᒣᓕᕙᓕᐊᒪᑕ ᓯᓇᐅᕙ ᐊᒪᕈᒻ ᑐᒥᒋᓕᑕᒋᑦ ᑌᒪᒃ ᑐᒥᖃᓕᒪᑦ ᐊᒪᕈᑉ ᑐᒥᒋᓂ ᑯᑉᐸᒋᓂᒃ ᑯᑉᐸᒋ ᐃᓚᓯᑎᒃ ᐃᓚᑉ ᑐᒥᒋᑦ ᑕᐸᐅᒐ ᓚᓇᒧᑦ ᐊᐅᓕᑐᕕᓂᒃ. ᑌᒪ ᐃᓯᒋᔭᐅᓕᕋᒥ. ᐅᑎᕈᒪᒋᐊᒥᒃ ᐊᓯᒪᑐᐃᓇᓕᓂᑯᒃ ᑯᔭᓇᑐᐃᓇᓕᓯᒍ. ᑌᒣᑐᒥ ᑐᓴᐅᒪᕗᒐ.

In the spring when the sun never sets

In the spring when the sun never sets
And when calm glassy waters roamed the morning seas,
Oh, those were the happy times.

When the birds and seals,
Lived only for playing,
Oh, those were the happy times.

When we would stay up all night,
Looking for birds nests,
Oh, those were the happy times.

When the sun began to warm the morning air,
And my sister could no longer keep her eyes open,
Oh, those were the happy times.

When I too, fought the coming of sleep,
But my dreams would win in the end,
Oh, those were the happy times.

Lucy Evaloardjuak

Author, Lucy Evaloardjuak, from Pond Inlet, wrote this nostalgic poem after discussing the various forms of writing with Jim McNeill, Literature Development Specialist, Social and Cultural Development Division. It is Lucy's first poem, and gives an image of Spring in the Arctic. She wrote it while working in Ottawa. Lucy now works with the Federation of Co-operatives of Quebec, at Lévis, Québec. The poem was first published in INUTTITUUT, Summer-Fall, 1968 issue.

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ᐅᐱᒪᑯᓐ ᑲᐅᒣᓕᓂᑎᓄᑐ
ᐅᓕᑯᓄ ᐅᑲᓯᐊᑐᐊᔪᑎᓄᑐ
ᑲᓴᓕᓂᐅᓯᒪᒪᓄᐊᕐ.

ᑎᒃᓕᐊᑯᓐ ᓇᑎᓄᓂᓐ
ᐱᔪᐊᑐ ᐃᓕᓐᓂᑎᓄᑐ
ᑲᓴᓕᓂᐅᓯᒪᒪᓄᐊᕐ.

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ᔪᑲᕆᓄ ᐃᓴᒪᔭᒣᓕᓂᑎᓄᑐ
ᑲᓴᓕᓂᐅᓯᒪᒪᓄᐊᕐ.

ᐅᓕᑯᓄ ᓯᑭᓂᐊᓕᓂᑎᓄᑐ
ᔪᑲᕆᓄ ᐃᓴᒪᔭᒣᓕᓂᑎᓄᑐ
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McKervill, Hugh W.

The Salmon People, Gray's Publishing Ltd., B.C. (Preparation of the manuscript was subsidized by the Centennial Commission.)

According to author Hugh McKervill, scientific studies into the breeding habits, ocean travels, and behavior of the salmon are still going on, but the "remarkable navigational powers" of the silver-streaked fish have yet to be revealed. Wisely, Mr. McKervill avoids adding his own assumptions on the "mysterious mechanisms" which propel the salmon annually toward its spawning grounds; preferring to give us a well-told story of the historical background to Canada's salmon industry, from its beginning to the present.

Opening with a legendary glimpse of a "First Salmon Ceremony", the book relates the hardships which beset homesteaders in the sparse coastline settlements of British Columbia, while fishing the great schools of salmon, and establishing canneries.

Here is a valuable contribution to the mosaic of Canadian history. Told with humor and an obvious understanding of the people he calls, "The Salmon People", Mr. McKervill reveals his personal knowledge of the salmon industry, which he worked as a career fisherman along the British Columbia coast.

The story tells of adventuresome fishermen and canners whose spirit and rugged tenacity helped them survive in a fluctuating industry. Hugh McKervill describes them as "... daring individualists who reflected in their characters something of the wild, lawless [British Columbia] sea coastline, but who in return clothed the coast with a robust, colourful coat of history."

Early canners, such as the hardy Scot, Alex Ewen, needed more than the price of a "good Scotch whisky" to warm their flagging spirits when business was poor. Ewen possessed, "... a personal dynamism which counterbalanced his lack of formal education. ..." and rewarded him with a flourishing business for several years. But not all the cannery operators were successful. The number of galvanised shacks which housed the early cannery industry came and went with the tide. The erstwhile fish decided the fate or fortune of British Columbia's salmon industry.

Water pollution problems plagued the canneries for many years, and led to the appointment of a commission in 1892 to "investigate the salmon fishing with special reference to the disposal of refuse." But this did not prevent the devastation and destruction which occurred in the summer of 1897, when fishermen, caught with an overload, were "forced to dump their surplus overboard." From the Fraser wharves, the overcaught fish were forked into the water, and, carried upstream by an incoming tide, deposited on the river banks, where they rotted in the sun.

Another effect of the 1897 overcatch was the large quantity of tainted and poor-quality fish which reached the market, affecting sales and prices. What started out to be a phenomenal catch ended in the demise of many canners.

But the lesson learned in 1897 was not sufficient to overcome the catastrophe of Hell's Gate in 1913. The run that year was tremendous, vast quantities of leaping fish headed toward inland spawning grounds along the reaches of the Fraser River, and every conceivable craft was commissioned to take part in the rich harvest.

An assessment of the 1913 catch a few years later proved that the folly of man's greed cannot always be balanced by nature – the Fraser was "fished out". From an undisputed top world producer of salmon, the river became a secondary source. The great runs of previous years were crippled by man's uncontrolled fishing, and the construction of the railway. Fortunately, other areas in British Columbia were not affected.

If you have ever wanted to taste the salt air of the British Columbia coast or travel the inland waters, Hugh McKervill's chapter on "Coastal Characters" will make this possible. The portraits of Dan McClusky (given the title, *The Dirtiest Man on the Coast*), Jimmy and Jean Dawson, Peg-Leg Charlie Olsen, and Dr. George E. Darby, make *The Salmon People* top-rate entertainment.

Patterson, R.M.

Far Pastures, Gray's Publishing Ltd., B.C., 1963

Reading Part One of *Far Pastures* before scanning the foreword is like stumbling upon a bear without a gun, you're unprepared and bewildered by the sudden confrontation. And that was how I began to read R.M. Patterson's chronicle of his life as a homesteader in British Columbia.

The beginning chapters roam back and forth, first as an historical diary, then as an adventure tale of the west, making me wonder how the dust jacket's comment, "A lively series of word-pictures. ..." could ever be justified. By chance some pages flipped over and I read in the foreword, "Some reviewers may say that this book should never have been written. ..." So, the author is challenging me, I thought, and quickly turned to Part Two. It was well I did. The homespun language began to interest me more and more as I settled back in my chair and finished the book.

This is a factual portrait of frontier life from 1924 to 1955. Patterson, himself the centre of the story, relates his adventures as a homesteader in British Columbia and tells of the hardships which became an everyday occurrence among toil-worn friends wresting a living from the untamed land. Mr. Patterson is forgiven when overused phrases creep into his tales after reading eloquent passages such as, "We took the lid off the travelling-kennel and laid the sleeping puppies gently down in it, bloated and happy. Four distended and torpid beasts lay on top of the main load, each with a shinbone of a moose beneath his paws, and, in my canoe, there slept a corpulent husky, his head pillowed on a juicy-looking shoulder blade."

His descriptive portraits of Spud (a husky pup) and Poilu (an Alsatian sled dog) fighting, made me want to shout "hurrah" for the winner, and then nurse the wounds of both.

But all the time Mr. Patterson is telling his stories, there lurks a large question mark – and who was "she"? True, he mentions the acquisition of a wife, and her picture is shown in the middle photo pages – but no where do we read of what the "little woman" did as a frontier wife. Perhaps Mr. Patterson might consider telling us how Marigold survived the trail in a follow-up tale of a new-Canadian wife in British Columbia.

Children's books

Houston, James

The White Archer, Longman's Canada Limited, Toronto, 1967, illustrations by the author

This compelling story is written by a distinguished Canadian author who has given us several books on life in the North. As an Administrator of West Baffin Island, James Houston travelled many miles throughout his territory and came to understand and appreciate the Eskimo and his culture. Houston's love of the North, and his intimate knowledge of Eskimo life, adds authenticity to his finely drawn tale of Kungo, who becomes *The White Archer.* The story is based on a boy's struggle to avenge the death of his parents in their igloo and the capture of his sister by Indians. Kungo's months of learning to handle a long bow and to hunt and kill without mishap to himself, are told with sympathetic understanding, but the author also shows how revenge can lead to disaster. Kungo's acceptance of his sister's marriage to an Indian is the key point of the story, and the author's descriptive illustrations give strength to the tale. This is a vivid story of life in the North. The quiet acceptance of circumstances, a notable characteristic of the Eskimo, is an appealing quality, which makes this book worthy of adult interest, and boys and girls from 10 to 12 years. Houston's tale is in fact based on an Eskimo Legend, and is quoted as such in the sub-title.

Listed below are books of general interest which have recently been added to the Departmental library. Requests for the books will be handled by the library in order of receipt.

Stuebing, Douglas; John Marshall, and Gary Oakes — F5009.9.T8 S89

Trudeau: A Man For Tomorrow, Clarke Irwin, Toronto, 1968

This is an informal biography of the Prime Minister by three *Toronto Telegram* Staff journalists. Most of the book is devoted to the campaign leading to the election of 1968.

Newman, Peter C. — F5091 N49

The Distemper of Our Times: Canadian Politics in Transition, 1963-1968 McClelland and Stewart, Toronto, 1968

A lively, but not too well researched, account of Canadian politics and politicians from the collapse of the Diefenbaker administration in 1963 to Trudeau's assumption of power in 1968.

Pickersgill, J.W., and D.F. Forster — D773 W35

The Mackenzie King Record Volume 2: 1944-1945, University of Toronto Press, Toronto, 1968

A two-year political history of Canada, 1944 and 1945, revealed in Prime Minister Mackenzie King's diaries or records, with additional material supplied by Mr. Pickersgill and Professor D.F. Forster of the University of Toronto Faculty of Political Economy. Includes Mackenzie King's return to Canada from the Conference of Commonwealth Prime Ministers in London, May, 1944, until the end of the war with Japan in August, 1945.

Appointments/Nominations

Morris Isaac, ou l'histoire d'une réussite

par Patrick Gaudreau

Venu au Ministère pour y effectuer à forfait un travail devant s'étendre sur une période de trois mois, Morris Isaac vient d'être nommé rédacteur adjoint du journal *Indian News.*

A 25 ans, sa feuille de route est déjà bien remplie; élu conseiller de sa bande en septembre dernier, il est écrivain, monteur (de films), journaliste et homme d'affaires.

Morris, un Micmac, est originaire de la réserve de Restigouche. Cette dernière qui compte près de 1,500 Indiens enregistrés, est sise en Gaspésie, près de la frontière du Nouveau-Brunswick.

M. Isaac a fait ses études primaires à l'école indienne de la réserve. Pour faire les deux premières années de son secondaire, il a été forcé de se rendre à Chatham (N.-B.). L'année suivante, la construction sur la réserve d'une école secondaire intégrée, le *Restigouche High,* l'a ramené au bercail. Plus tard, il s'est rendu à Montréal, où il a fait des études commerciales au *O'Sullivan Business College.* Grâce à une bourse d'études de la Direction des affaires indiennes, il a étudié la sociologie et l'anthropologie à l'université de la Colombie-Britannique. A celà s'ajoute une formation à l'animation sociale acquise au cours d'un stage dans la Compagnie des jeunes canadiens. Enfin, il s'est moulu aux techniques du montage photographique à l'Office national du film à Montréal.

Très jeune, Morris a été pris par la «cause» indienne. Dans le but d'y œuvrer, il a fondé un journal mensuel d'information et d'opinion: LISTOGTJ AUGNATUMEN (Nouvelles de Restigouche). Il l'a mis sur pied avec des moyens de fortune. La publication devint, en quelque sorte, un œuvre communautaire. Chacun y allait de sa collaboration et de son encouragement, tant au sein de la réserve qu'à l'extérieur. Les Blancs des municipalités environnantes aussi bien que les Indiens achetaient de la publicité.

Alors qu'il étudiait à l'université de la Colombie-Britannique, Morris a été choisi par ses confrères comme directeur du journal étudiant.

Revenu sur sa réserve, il a enseigné aux adultes. Il leur dispensait des cours de recyclage au niveau secondaire.

S'intéressant toujours de plus près à la «cause», il s'est engagé dans une lutte électorale pour un poste de conseiller de bande. Il a été élu a 24 ans, bien que la moyenne d'âge du conseil se situe à 40 ans. Il attribue son succès au feu sacré et à la chance qu'il a eue de pousser son instruction au-dessus de la moyenne.

Depuis longtemps, il contemplait un emploi au sein du Ministère, convaincu qu'il pourrait travailler à mieux faire comprendre les siens. En décembre dernier, on lui a confié la préparation d'une brochure ayant pour thème «l'Indien et la saison estivale». Ce document abondamment illustré aussi bien en couleur qu'en noir et blanc, non seulement décrira les activités des Indiens pendant la saison chaude, mais tâchera d'expliquer l'ampleur et la nature de leurs réactions particulières.

Comme nous l'avons mentionné au début de cet article, Morris Isaac est maintenant au service du *Indian News.* Dorénavant, assuré de pouvoir aider les siens aussi bien au Ministère que dans sa réserve, il projette de démissionner de son poste de conseiller sous peu. Il est confiant de réussir ici à faire carrière dans le domaine de l'information.

Pendant ses loisirs, Morris lit beaucoup et pratique de nombreux sports. D'autre part, il écrit pendant ses heures de détente. Écrire constitue pour lui une soupape de sûreté. Se consacrant principalement à la fiction, il l'utilise pour transmettre un message. ⊕

Miss Barbara Ann Tyler is the new Head of Interpretation National Historic Sites Service. Miss Tyler will be responsible for the translation of historical and archaeological research into publications, exhibits, and displays. She will also take charge of the acquisition of historic artifacts and direct the preservation and use of a major collection of historical furnishings. Miss Tyler comes to the Department from the Amon Carter Museum of Western Art in Fort Worth, Texas. She was born in Texas and is a graduate of Texas Christian University, where she received a Master of Arts Degree.

Mlle Barbara Ann Tyler est le nouveau chef du Service d'interprétation des lieux historiques nationaux. Mlle Tyler s'occupera d'exposer les données historiques et archéologiques dans des publications, ainsi qu'à l'aide de présentations et d'étalages. Elle se chargera aussi de l'acquisition d'objets façonnés d'importance historique et veillera à la conservation et à l'utilisation d'une importante collection de meubles d'intérêt historique. Mlle Tyler était auparavant au service de l'*Amon Carter Museum of Western Art,* de Fort Worth (Texas). Elle est d'ailleurs née au Texas et elle détient une maîtrise ès arts de la *Texas Christian University.*

Dr. J.S. Tener, Acting Director of the Canadian Wildlife Service has been appointed Director of the Service. He succeeds Dr. David Munro, who left CWS to become Director of Community Affairs Branch. Dr. Tener is a mammalogist with an international reputation for his knowledge of muskoxen, which he studied for over 10 years in the Arctic. He has published numerous scientific papers and a book on this species. He joined CWS in 1949, and worked in Ontario and Quebec, where he studied waterfowl and seabird population and carried out ecological studies in Point Pelee National Park. Appointed mammalogist for the Districts of Franklin and Keewatin in 1950, Dr. Tener began studies of muskoxen in the Thelon Game Sanctuary and on Ellesmere Island, He also participated in surveys of caribou and other game while in the north. During his career, Dr. Tener has also studied mammals in the western national parks and, under the External Aid Program of the Department of External Affairs, he was seconded for a year to Uganda Game Department, where he served as a technical advisor. In 1966 he was appointed Deputy Director of the Canadian Wildlife Service. Dr. Tener is a member of several national and international committees on wildlife problems and numerous scientific societies, including the *American Wildlife Society* and the *American Society of Mammalogists.* He is a Fellow of the *Arctic Institute of North America.*

M. J. S. Tener, auparavant directeur suppléant du Service canadien de la faune, a été promu au poste de directeur de cet organisme. Il succède à M. David Munro, qui est devenu chef de la Direction des affaires communautaires. M. Tener est un mammalogiste qui a acquis une renommée internationale pour ses connaissances sur le bœuf musqué, qu'il a étudié pendant plus de dix ans dans l'Arctique. Il a publié de nombreux exposés scientifiques, ainsi qu'un livre, ayant trait à cette espèce d'animal. Arrivé au Service en 1949, il a d'abord exercé son action en Ontario et au Québec, où il a étudié la faune aquatique et les populations d'oiseaux de mer, en plus d'effectuer des études écologiques au parc national de Pointe-Pelée. Nommé en 1950 mammalogiste pour les districts de Franklin et de Keewatin, M. Tener entreprit des études sur le bœuf musqué, dans le refuge de gibier de la rivière Thelon et dans l'île Ellesmere. Pendant son séjour dans le Nord, il a aussi participé à des études sur le caribou et d'autres animaux. Au cours de sa carrière, M. Tener a aussi étudié les mammifères des parcs nationaux de l'Ouest. De plus, dans le cadre du programme d'aide extérieure du ministère des Affaires extérieures, il a été prêté au ministère de la Chasse de l'Ouganda, où il a fait office de conseiller technique. En 1966, il est devenu directeur suppléant du Service canadien de la faune. M. Tener fait partie de plusieurs comités nationaux et internationaux, chargés d'étudier des problèmes fauniques, ainsi que de nombreuses associations scientifiques, y compris l'*American Wildlife Society* et l'*American Society of Mammalogists.* De plus, il est membre de l'*Arctic Institute of North America.*

Edward Friel has been appointed Superintendent of Bellevue House National Historic Site, Kingston, Ontario. Prior to his appointment, Mr. Friel was Operations and Planning Officer with the Department of National Defence. In 1967 he served as Centennial Planning Officer responsible for his Department's participation in centennial events in Eastern Ont.

M. Edward Friel a été nommé surintendant de la villa Bellevue, lieu historique national situé à Kingston (Ontario). Auparavant, M. Friel était agent de l'exploitation et de la planification au ministère de la Défense nationale. A l'occasion du Centenaire, il s'est occupé, à titre d'agent de la planification, de la participation de son ministère aux événements spéciaux qui se sont déroulés dans l'est de l'Ontario.

Peter F. Oliphant has been appointed Departmental Financial and Management Adviser. He succeeds W. Evan Armstrong, now Director of Operations for Social Affairs. Mr. Oliphant will analyse programs and management accounting; oversee computer information systems; manpower budgeting; management services; manpower utilization; internal auditing, and central statistics. He is a graduate of the University of Toronto, a fellow of the Institute of Chartered Accountants of Ontario, and associate member of the New York State Society of Certified Public Accountants. He was task force leader for the adoption of the general accounting system of Shell Canada to the IBM 360, in consultation with the Stanford Research Institute. He also held several managerial posts with Shell Canada and his most recent assignment involved special studies in marketing. Mr. Oliphant was, from 1965 to 1967, President of the Indian-Eskimo Association and Honorary Treasurer, National Ballet of Canada.

M. Peter F. Oliphant a été nommé conseiller financier et administratif du Ministère. Il succède à M. W. Evan Armstrong, qui est devenu directeur de l'Exploitation aux Affaires sociales. M. Oliphant analysera les programmes et les méthodes comptables de gestion et s'occupera des systèmes de renseigneemnts par ordinateurs, des prévisions de personnel, des services d'administration, de l'affectation de l'effectif, de la vérification intérieure et du Service central de statistique. Diplômé de l'Université de Toronto, M. Oliphant est membre de l'Institut des comptables agréés de l'Ontario et membre associé de la *New York State Society of Certified Public Accountants.* Il a dirigé le groupe d'experts qui, en consultation avec la *Stanford Research Institute,* ont adapté les méthodes générales de comptabilité de la société Shell Canada en fonction de la machine IBM 360. Il a aussi détenu plusieurs postes de gestion au sein de cette même société, sa tâche la plus récente ayant consisté en des études spéciales de commercialisation. De 1965 à 1967, M. Oliphant fut président de l'Association esquimo-indienne et trésorier honoraire de la société *National Ballet of Canada.*

Pat Furneaux has left Povungnituk, where he was Northern Administrator for eight years. He is now Fine Arts Supervisor, Cultural Development, Social Affairs Branch, Ottawa. In Povungnituk, Mr. Furneaux was concerned with all aspects of community development; the co-op, tourism, public relations, and Eskimo sculpture and graphic art. In Ottawa, his new position will enable him to keep in close contact with Eskimo art and is extended to include Indian arts. His aim is to encourage and maintain quality in Eskimo art, and to stimulate an interest among Indians to continue and develop their traditional artistic skills.

M. Pat Furneaux a quitté la localité de Povungnituk, où il fut administrateur pour les régions septentrionales pendant huit ans, pour accéder au poste de surveillant des beaux-arts, à la Division du Développement culturel, Direction des affaires sociales, à Ottawa. A Povungnituk, M. Furneaux s'intéressait à tous les aspects du développement communautaire; soit aux coopératives, au tourisme, aux relations publiques, à la sculpture esquimaude et aux arts graphiques. A Ottawa, son nouveau poste lui permettra de continuer de s'intéresser de près à l'art esquimau, mais il s'occupera aussi de l'art indien. Il s'efforcera de maintenir et de favoriser la qualité des productions artistiques esquimaudes, tout en encourageant les Indiens à exercer et à perfectionner leurs aptitudes artistiques traditionnelles.

Mary V. Dwyer has been transferred from Elk Island National Park where she was a Park Naturalist. She is now in Ottawa as an interpretive planner in National Parks. Miss Dwyer has been a wildlife biologist with the province of Alberta, and an air-photo interpreter in the ARDA Land Use Studies.

Mlle Mary V. Dwyer a été mutée du parc national d'Elk-Island, où elle faisait office de naturaliste. Elle travaille maintenant à Ottawa, à titre de planificatrice au Service d'interprétation des parcs nationaux. Mlle Dwyer a déjà occupé des postes de biologiste de la faune dans la Fonction publique de l'Alberta; elle a agi aussi à titre d'interprète de photos aériennes dans le cadre des études d'utilisation des terres de l'ARDA.

Atlantic Parks Regional staff news

New Faces in the Atlantic Region

Regional Office: Walter Bernard, Personnel Officer; Barrie Fraser, Regional Architect; Harold Aitken, Design Engineer; Ben Johns, Regional Landscape Architect, Arnold McKnight, Roads Engineer; Bob McAllister, Architectural Designer; Lillian MacFarlane, Central Registry; Maxine Stewart, Receptionist; Marjorie Wilson, Stenographic Services; Joan Foster and John Belgrave, Administrative Services Officers; and Andrea Muise, Project Office, Halifax Citadel.

The new Superintendent at the Alexander Graham Bell Museum is Gordon Robblee. Richard Davis has been promoted to technician.

At the Fortress of Louisbourg, James How is Head of Interpretation; Emmanuel Poirier, Engineer; Albert Murrant, Survey Chief; Margaret MacLeod, Clerk; Harold Bishop, Clerk; and John Campbell, Stationery Engineer.

Cape Breton Highlands: In the Parks, Mary Roper, is a new member of the clerical staff; Jacques McIsaac, Operations Manager; Larry McGuire, Chief Park Warden; and Clarence Williams, Gardener

Kejimkujik: William Wamboldt, Clerk

Fundy: Albert Murphy, Chief Park Warden

Prince Edward Island: Charles Hanscombe
Chief Park Warden

Terra Nova: Don Schuler, Superintendent
Sylvester Hiscock, Caretaker
Calvin Beaton, Storeman
William Menzies, Chief Park Warden

Fort Anne: John Hall, Superintendent

York Redoubt: Aubrey McGee, Custodian

Transfers/Retirements: John Heppes has gone to Branch Headquarters from Terra Nova. John Roach, Chief Park Warden, Cape Breton Highlands and Gertrude Ritchie, Superintendent, Alexander Graham Bell Museum, have retired.

Edmonton/Hobbema District Indian Affairs

Staff Sporting and Social Activities – 1968

Two challenge golf tournaments, followed by refreshments, were held for the regional and district staffs of this area; one in June, the other in October. Vern Boultbee from Regional Office held off all challenges and won the trophy for best rounds on both occasions. Prizes were also awarded for hidden hole scores and for duffers. No names for the latter were reported. Bowling and curling leagues were organized and play was enthusiastic in both. Six teams scattered the pins each Wednesday evening at the Windsor Bowl and curling games were played each Saturday morning at the Royal Glenora Club. An enjoyable "Mixer Dance and Social Evening" was held October 19 in Edmonton for office staff, teachers, and band office staff. The Ermineskin School Staff Christmas Party proved a rousing success at Wataskiwin, December 13. This was followed on December 18 by the District Office Christmas Banquet and Dance at Club Mocombo in St. Albert. About 70 people really let their hair down in a great get together. These activities allowed the staff to become better acquainted and helped to promote good working relationships. And, the tensions and frustrations brought about by variance reports, five year forecasts, and other office details were eased or eliminated on the golf course, bowling alley, curling ice, and cavorting around the dance floor.

Arctic Region

Marilyn McDowell of Education Section is back from the University of Iowa where she has been working toward a Ph.D. Several changes in Area Administrators and other field staff have resulted in the following postings:

Regional Administrator:
G.N. Faulkner to Frobisher Bay

Area Administrators:
John Parkin to Eskimo Point
H. Stevenson to Coral Harbour
Robert Burns to Chesterfield Inlet
W. Buskey to Povungnituk
D.E. Billingsley to Sugluk
Winston Smith and S. Collymore to Fort Chimo
G. Wilkinson to Cape Dorset
F. Schultz-Lorentzen to Igloolik
B.F. MacKenzie to Resolute Bay

Housing Officer:
L. Hammond to Frobisher Bay

Supervisor of Pupil Residence:
E.J. Hayes to Churchill

Education Branch:
Roy Fewster to Ottawa

Twenty of the National Parks Interpretive Staff attended a training program at the Stephen T. Mather Training Center, Harpers Ferry, West Virginia, last January. The course covered the production of audio-visual programs in the parks. This was the first time staff naturalists had met as a group, they celebrated with this photograph. (Left to right) Seated: Ian Jack, Kootenay; Ross Dobson, Kejimkujik; Dave Nielsen, Assistant Regional Naturalist, Calgary; Mary Dwyer, Ottawa; Dierdre Webb, Elk Island; Roger Wilson, Terra Nova; Bob Gray, Prince Edward Island; Robb Walker, Riding Mountain; Dave Thomas, Assistant Naturalist, Banff; Steve Lewis, instructor from the Centre; Dudly Foskett, Yoho; Ray Nelson, instructor from the Center; Wayne Neily, Cape Breton Highlands; Dave Pick, Jasper. (Standing, back row) Buck Cunningham, Banff; Bruce Gordon, Assistant Naturalist, Banff; Kurt Seel, Waterton; Bob Greyell, Mount Revelstoke; Alan Helmsley, Chief Naturalist, Ottawa; Ron Dutcher, Prince Albert; Bill Wyett, Point Pelee; Tony Pierce, Regional Naturalist, Halifax. Missing, Harry Webster, Regional Naturalist, Calgary.

The end of an era at Cape Breton Highlands National Park came with the retirement of Chief Park Warden John Roach, after 32 years service in the parks. Mr. Roach left the provincial forestry service in 1936 to become warden of the largest section of Cape Breton Highlands National Park, Cheticamp District. He became Chief Warden in 1958. Throughout his career, his appreciation of the park and enjoyment of his work made it an extra pleasure for his associates to work with him. He saw and participated in many park changes, and made many friends. Johnny and his wife, Elizabeth, will be missed by all the park staff. At a party in Ingonish, farewell gifts were presented to Mr. and Mrs. Roach from the staff in the Atlantic Region.

Miss Gertrude A. Ritchie, Superintendent of the Alexander Graham Bell Museum for the past three years, has retired. At a formal farewell party in Baddeck, Nova Scotia, Mr. R. A. McDonah, Atlantic Regional Supervisor, National Historic Parks, presented Miss Ritchie with a scroll signed by the Deputy Minister, John A. MacDonald, for her contribution to the administration and development of the National Historic Sites Service, particularly Fort Anne and Alexander Graham Bell Museum. The Historic Sites staff, Atlantic Region, represented her with a silver rose bowl, and staff at the Museum gave her a camera. Appreciation of her work was also shown in a letter from Dr. Melville Grosvenor, grandson of Alexander Graham Bell.

PAGES FROM THE POLAR PAST

"Honourable Gentlemen:
According to your hon'rs. orders, I have made some Remark's on Severall Authors, concerning the passage, country, climate &c of North America, with truth, and Sincerity, so fair as I Know of that country; of which I can Justifie; and as such is wrote but in a bad Style, I hope itt will be Excusable; as I do not pretend to be capable of writting of History's &c: but had I had a proper person to Rectifye Such; with Submission; I might then have Recommended itt to Your hon'rs in a better style; but not in the Least more to truth; – and as I have wrote this Without any Veiw of Interest or proffitt, Giving Such as my Opinion and Knowledge of the Country, with Candour. Therefore, if their shou'd be any thing taken amiss, I most Humbly ask Pardon for my presumption is so doing. and am, Your honour's... I mention'd before that I do not think itt practicible, nor Yet anyway Benefitial to make Setlements up port Nelson, or Severn River, But then I do not conterdict but that if Setlements, were made amongst the Eskimaux's towards whale Cove and the adjacant countrys there abouts, but great improvemt. might be made, by Whale bone, Oyle, and furr's &c. Which at presant we have but little knowledge off; ... These Ehuskemays, or (Uskemaw's) are pretty Numerious towards whale cove. ..."

These extracts, with the strange spelling and phrases of the period, are from "Observations on Hudsons Bay 1743-49" by James Isham and published by the Champlain Society. This is a fascinating and descriptive account of life during the mid-18th century at the two great northern forts of the Hudson's Bay Company. James Isham was placed in charge of Fort Prince of Wales at the mouth of the Churchill River when he was 25 years of age. Five years later he took over York Factory where he served on and off until his death there in 1760. The specific extracts deal with the controversial issue of the day when Factor Isham was called to London in 1748 to reply to attacks made on the Company's charter by North West Passage advocate and wealthy land-owner Arthur Dodds, and others. They contended that it was only the Hudson's Bay Company's monopoly and lethargy which avoided making discoveries to the northward of Churchill for fear of discovering a passage to the western ocean so that others might enjoy the trade benefits of a North West Passage.

It is interesting to note the reference to settlements to be made among the Eskimos towards Whale Cove. Oddly enough, although crews of vessels of the Hudson's Bay Company traded with the Eskimos at this point as far back as the 1700's, it was not until 1959 that any permanent community was established here. That year the Department of Northern Affairs put in some buildings as a rehabilitation project for a number of inland Eskimos who moved to the coast because of the scarcity of caribou, and for others unemployed by the imminent closing of the nickel mine at Rankin Inlet. Resource harvesting and other programs were organized.

Today, some 225 years after Isham's Observations, possible descendants of some of the Eskimos he refers to make Whale Cove their home. Although the 200 Eskimos now located there still base their life on a hunting and trapping economy, he would not recognize the community with the numerous skidoos racing across the terrain and sea ice (replacing the dog teams of old) or parked outside the 23 low-cost rental houses built last year for Eskimo tenants. Then there is the school, missions, co-operative store and the 12 foot high sculpture of a whale's tail in re-inforced concrete built as a Centennial project and which, spot-lighted at night, serves as a beacon to those approaching the small settlement.

A. Stevenson
Administrator of the Arctic

The Queen's Printer, Ottawa, 1969 L'imprimeur de la Reine, Ottawa, 1969